

# Verona Public School District Curriculum Overview

## FRENCH II



**Curriculum Committee Members:**  
Eugenie Mordkovich

**Supervisor:**  
Dr. Sumit Bangia

**Curriculum Developed:**  
November 2012  
August 2018

**Board Approval Date:**  
January 22, 2013  
August 28, 2018

Verona Public Schools  
121 Fairview Ave., Verona, NJ 07044  
[www.veronaschools.org](http://www.veronaschools.org)

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

This course will continue to emphasize the four skills of listening, speaking, reading, and writing which were begun in Level I. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. Topics covered in this course include household items, entertainment, sports and health, weekend activities, physical and character description of others and oneself. The use of past, present, and future tenses are reinforced throughout the year. Many of the class activities incorporate cooperative practice and critical thinking, as well as opportunities to develop multicultural awareness through the study of the regions of France and French-speaking countries.

**Prerequisite(s):**

French I or for entering HBW students, teacher recommendation based on student assessment

## Standard 8: Technology Standards

<p><b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems, create and communicate knowledge both individually and collaboratively.</i></p>	<p><b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li><b>X</b> B. Creativity and Innovation</li> <li><b>X</b> C. Communication and Collaboration</li> <li><b>X</b> D. Digital Citizenship</li> <li><b>X</b> E. Research and Information Fluency</li> <li><b>X</b> F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li><b>X</b> B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<p><b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i></p>	<p><b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i></p>
<p><b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<ul style="list-style-type: none"> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<p><b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>CRP6. Demonstrate creativity and innovation.</li> <li><b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<p><b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<ul style="list-style-type: none"> <li><b>X</b> CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<p><b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<ul style="list-style-type: none"> <li><b>X</b> CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<p><b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<ul style="list-style-type: none"> <li><b>X</b> CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li><b>X</b> C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> <li>● Discovering French Blanc Nouveau (McDougal Littell)</li> <li>● Workbook</li> <li>● Activités pour tous</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.lepointdufle.net">www.lepointdufle.net</a></li> <li>● <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>● <a href="http://www.flipgrid.com">www.flipgrid.com</a></li> <li>● <a href="http://enseigner.tv5monde.com/">http://enseigner.tv5monde.com/</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● « Les aventures du Petit Nicolas » by René Goscinny and Jean-Jacques Sempé</li> </ul>

<b>Unit Title / Topic:</b> Weekend Activities	<b>Unit Duration: 10 weeks</b>
--	--------------------------------

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for

- 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
- 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture

### Transfer Goal:

Students will be able to independently use their learning to describe themselves and others, discuss leisure activities and express opinions in various real life situations when communicating in the target language.

## Meaning

### Students will understand that:

*Students will understand that:*

- Learning a foreign language opens different possibilities in life.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills.

### Essential Questions:

- Why do you need to learn a foreign language?
- How can you become a successful communicator in another language than English?
- Do the classroom activities prepare you to communicate in French?

## Acquisition of Knowledge & Skills

### Students will know:

- Adjectives to describe their physical and emotional state
- A variety of idiomatic expressions to describe people's activities, feelings and opinions
- Names of common occupations
- Names for the extended family members
- Names of places in town
- Idiomatic expressions with the verbs FAIRE, AVOIR, ETRE
- Extended list of everyday activities
- Pastime activities of teenagers in French-Speaking countries
- Conjugation of the verbs in Present tense
- The use of the structure "verb+infinitive"
- Conjugation of the verbs in Past tense
- Form of the indirect and direct object pronouns

### Students will be able to:

- Present and describe their extended family, indicate their roots
- Describe themselves
- Express an opinion
- Fill out a form with their personal information
- Indicate their past time activities
- Explain likes and/or dislikes of their everyday activities
- Ask others for assistance
- Describe services for others
- Identify typical pastime activities in various countries of the French-Speaking world
- Describe others based on the information presented in written and/or oral authentic texts
- Extend, accept and/or turn down an invitation
- Ask a variety of questions by using the inversion
- Ask a variety of questions by using the expression "est-ce que..."
- Explain what people are planning on doing in the near future
- Explain what people just finished doing after reading and/or listening to the culturally authentic audio and/or text
- Explain what people want and do not want to do after reading and/or listening to the culturally authentic audio and/or text
- Summarize the content of target language culturally authentic audio, video, or written text from electronic information sources and other sources
- Draw conclusions from target language culturally authentic audio, video, or written text from electronic information sources and other sources

## Stage 2: Acceptable Evidence

### Transfer Task

Interpersonal: Discuss with your friend various activities that you both could enjoy doing while staying for a week in a French-speaking country. Make sure to incorporate the information from the authentic sources presented previously.

SLO: Students will be able to fill out a culturally authentic form to participate in an after-school activity  
I can understand the information that I need to provide

I can provide personal information accurately  
I can explain my choices/likes/dislikes in writing

SLO: Students will be able to identify the main idea and identify some supporting details from a culturally authentic video, audio and written sources describing leisure activities of people in French-speaking countries

I can identify the origin of people in the sources

I can name the activities

I can identify the interests of people

I can name the places mentioned or assumed to be mentioned in the sources

SLO: Students will be able to use a variety of idiomatic expressions when discussing everyday leisure activities and services

I know a variety of expressions with the verbs ETRE, AVOIR, FAIRE

I know the forms of the direct and indirect object pronouns

I can use correctly the verbs ETRE, AVOIR, FAIRE in Present and Past tenses

I can use accurately direct and indirect object pronouns

I can accept/refuse/extend an invitation

I can talk about what one did and did not do

SLO: Students will be able to describe the picture by communicating information and express own thoughts about past events using sentences and series of sentences.

I can use correctly the forms of the verbs in Past tense

I can identify the activities shown in the picture

I can use my imagination to add details to the visual information presented to me

## Stage 3: Activities

Interpretive:

Understand the main ideas and some supporting details from various sources

Comprehend facts related to everyday activities and personal information presented in authentic video, audio, and/or written text

Comprehend short audio/video or written description on the topic of the unit

Demonstrate sufficient control of language to understand fully and with ease short text on the topic of the unit

Comprehend vocabulary and idiomatic expressions related the topic of the unit presented in authentic video, audio, and/or written text

Use visual support and background knowledge to comprehend authentic text, video, or audio recording

Predict meaning of the word/expression/sentence based on the context, knowledge and/or experience

Recognize word family roots to comprehend the meaning of the word presented in authentic video, audio, and/or written text

Interpersonal:

Express yourself and participate in conversations extending/accepting/refusing an invitation, describing family, origins, likes/dislikes, preferences, various leisure activities, future plans, past activities

Understand, ask and answer a variety of questions as well as ask for clarification on the topic of the unit

Initiate, maintain, and end a conversation on the topic of the unit

Produce discrete sentences and strings of sentences to maintain a conversation on the topic of the unit

Use idiomatic expressions and new vocabulary in the conversations emphasizing the topic of the unit

Presentational:

Communicate information and express own thoughts about the topic of the unit using sentences and series of sentences

Reuse the information presented in various sources throughout the unit to talk about leisure activities and future plans

Describe past activities by describing a series of pictures and/or talking about past vacation

Explain the choice of leisure activities using the Present tense



<b>Unit Title / Topic:</b> Sports and Health	<b>Unit Duration:</b> 10 weeks
<b>Stage 1: Desired Results</b>	
<b>Established Goals:</b>  <b>New Jersey Student Learning Standards (NJSLs) for</b> 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts	
<b>Transfer Goal:</b> Students will be able to <u>independently</u> use their learning to describe health issues related to daily routine and sport activities by using reflexive verbs in a variety of tenses and forms when interacting with people around them in the target language of French.	
<b>Meaning</b>	
<b>Students will understand that:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"> <li>● Different meanings are conveyed through different combinations of word choice, syntax, intonation and physical expression.</li> <li>● Knowledge of a foreign language helps to appreciate the humor and culture of different countries.</li> </ul>	<ul style="list-style-type: none"> <li>● What do you need to know to communicate in linguistically and culturally appropriate ways?</li> <li>● What do you learn about other cultures from various pieces of literature or/and advertisements?</li> </ul>
<b>Acquisition of Knowledge &amp; Skills</b>	

**Students will know:**

- Names of commonly practiced sports
- Adverbs of frequency
- Parts of the body
- Daily occupations
- Objects of hygiene and personal care
- Differences between regular and reflexive verbs
- Meaning of the reflexive verbs
- Pronouns Y and EN
- Common illnesses and diseases

**Students will be able to:**

- Indicate what sport one practices, when and where after reading and/or listening to the culturally authentic audio/video and/or text
- Describe an exercise routine
- Indicate what one should do in order to maintain a healthy lifestyle
- Describe pains and illnesses
- Predict the end result after reading and/or listening to the culturally authentic audio/video and/or text
- Indicate injuries related to sport activities after reading and/or listening to the culturally authentic audio/video and/or text
- Describe personal daily routine
- Comprehend and identify daily routine of other people after reading and/or listening to the culturally authentic audio/video and/or text
- Contrast and compare daily routine of the teenagers in US and French-Speaking countries
- Give advice using regular and reflexive verbs
- Ask about future daily activities
- Find out what sport people like and give opinion
- Explain what people want and do not want to do after reading and/or listening to the culturally authentic audio and/or text

**Stage 2: Acceptable Evidence**

## Transfer Task

## Interpersonal:

Share the problem/injury that occurred after playing a sport and ask for advice how to fix it.

## Presentational:

Describe your daily routine by using a variety of reflexive verbs.

SLO: Know at least 3 facts about the history of Olympic Games and identify and describe several olympic sports

I can comprehend the main idea of the sources

I can identify supporting details

I can identify the sports mentioned in the sources  
I can describe the sports mentioned in the sources

SLO: Summarize the events of an authentic video  
I can understand the main idea of the video  
I can identify the reflexive verbs used in the video  
I can describe the scenes/frames in the video  
I can explain what happened in the video

SLO: Understand and discuss an authentic written text from age appropriate publication with a partner  
I can identify the main idea  
I can find several supportive details in the text  
I can express my opinion on the topic of the text  
I can ask for my partner's opinion on the topic of the text

SLO: Show a personal hygiene item and explain how it can be used  
I can explain the use of a personal item in a complete sentence  
I can explain the importance of using personal hygiene items

## Stage 3: Activities

Interpretive:

Understand main ideas and some supporting details from various sources  
Comprehend facts related to my daily routine and sports presented in authentic videos, audio, and/or written texts  
Comprehend short audio/videos or written description on the topic of the unit  
Demonstrate sufficient control of language to understand fully and with ease short text on the topic of the unit  
Comprehend vocabulary related the topic of the unit presented in authentic video, audio, and/or written text  
Use visual support and background knowledge to comprehend authentic text, video, or audio recording  
Predict meaning of the word/expression/sentence based on the context, knowledge and/or experience  
Recognize word family roots to comprehend the meaning of the word presented in authentic video, audio, and/or written text

Interpersonal:

Express self and participate in conversations mentioning daily routine and some health issues related to the sport injuries  
Be able to explain how to maintain a healthy lifestyle  
Understand, ask and answer a variety of questions as well as ask for clarification on the topic of the unit  
Initiate, maintain, and end a conversation on the topic of the unit

Produce discrete sentences and strings of sentences to maintain a conversation on the topic of the unit

Use idiomatic expressions with the verbs FAIRE, ETRE, AVOIR and new vocabulary in the conversations emphasising the topic of the unit

Presentational:

Communicate information and express own thoughts about the topic of the unit using sentences and series of sentences

Reuse the information presented in various sources throughout the unit to talk about daily routine, sports and health issues

<b>Unit Title / Topic:</b> Life Now and Then	<b>Unit Duration:</b> 7 weeks
<b>Stage 1: Desired Results</b>	
<b>Established Goals:</b>  <b>New Jersey Student Learning Standards (NJSLs) for</b> 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture	
<b>Transfer Goal:</b> Students will be able to <u>independently</u> use their learning to accurately use a variety of past tenses in order to discuss in details past events or retell a story in the target language of French.	
<b>Meaning</b>	
<b>Students will understand that:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"> <li>● Successful communication is knowing how to convey a message.</li> <li>● Different meanings are conveyed through different combinations of word choice, syntax, intonation and physical expression.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What strategies do I need to communicate in linguistically appropriate ways?</li> <li>● Why isn't a dictionary enough to communicate successfully?</li> </ul>
<b>Acquisition of Knowledge &amp; Skills</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Conjugation of verbs in imperfect tense</li> <li>● Difference between past/"le passé composé" and imperfect tenses</li> <li>● Commonly used prepositions of time</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Compare and contrast past tenses</li> <li>● Demonstrate comprehension of authentic conversations and written texts by answering questions in complex sentences</li> </ul>

- Facts about life in France and French-Speaking countries in the past 100 years
- Linking expressions

- Use the target language creatively to respond to the visual and oral prompts incorporating a variety of tenses and pronouns
- Describe past events using a variety of past tenses and pronouns
- Explain what one used to do, when and why after reading and/or listening to the culturally authentic audio/video and/or text
- Describe ongoing actions after reading and/or listening to the culturally authentic audio/video and/or text
- Give background information about specific past events after reading and/or listening to the culturally authentic audio/video and/or text
- Enquire about past events
- Summarize culturally authentic audio/video and/or text

## Stage 2: Acceptable Evidence

## Transfer Task

### Presentational:

Describe in writing an interesting/unusual/funny incident that happened to you in the past.

SLO: Read culturally authentic text and answer the questions

I can identify the main idea

I can find supportive details

I can use accurately a variety of past tenses in writing

SLO: Listen to an authentic recording and summarize the content orally by using accurately past tenses

I can identify the main idea

I can find supportive details

I can use accurately a variety of past tenses orally

SLO: Read the text, identify past tenses and explain its uses

I can distinguish between l'imparfait and le passé composé

I can explain the use of l'imparfait and le passé composé in a sentence

SLO: In a conversation, contrast and compare life of a teenager 100 years ago and now

I can use a variety of verbs to talk about different activities

I can use correctly prepositions of time

I can start and end a conversation

I can use linking terms to create a better flow of a conversation

## Stage 3: Activities

### Interpretive:

Understand main ideas and some supporting details from various sources

Comprehend facts related to everyday activities presented in authentic video, audio, and/or written text

Comprehend short audio/video or written description of events on the topic of the unit

Demonstrate sufficient control of language to understand fully and with ease short text on the topic of the unit

Comprehend vocabulary and grammatical points related the topic of the unit presented in authentic video, audio, and/or written text

Use visual support and background knowledge to comprehend authentic text, video, or audio recording

Predict meaning of the word/expression/sentence based on the context, knowledge and/or experience

Recognize word family roots to comprehend the meaning of the word presented in authentic video, audio, and/or written text

### Interpersonal:

Express self and participate in conversations about past events

Understand, ask and answer a variety of questions as well as ask for clarification on the topic of the unit

Initiate, maintain, and end a conversation on the topic of the unit

Produce discrete sentences and strings of sentences to maintain a conversation on the topic of the unit

Use a variety of tenses, linking terms and prepositions of time in the conversations emphasising the topic of the unit

Presentational:

Communicate information and express own thoughts about the topic of the unit using sentences and series of sentences

Reuse the information presented in various sources throughout the unit to talk about the past

Describe past activities by describing a series of pictures



<b>Unit Title / Topic:</b> Short stories	<b>Unit Duration:</b> 8 weeks
<b>Stage 1: Desired Results</b>	
<b>Established Goals:</b>  <b>New Jersey Student Learning Standards (NJSLs) for</b>  8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts	
<b>Transfer Goal:</b> Students will be able to <u>independently</u> use their learning to read, comprehend, and discuss authentic short stories in the target language of French.	
<b>Meaning</b>	
<b>Students will understand that:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"> <li>● Reading in a different language helps me to understand and think about facts, ideas and opinions in a target language</li> <li>● Language reflects and is influenced by the culture in which it is found</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What tools can you use to understand what you read?</li> <li>● How does reading help you understand and appreciate other cultures?</li> <li>● How is language a product of culture?</li> </ul>
<b>Acquisition of Knowledge &amp; Skills</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Facts about authors</li> <li>● New vocabulary used in the story</li> <li>● Characters in the story</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Read and understand stories</li> <li>● Describe characters and events</li> <li>● Make predictions</li> </ul>

- Facts about main characters

- Paraphrase a variety of expressions or sentences by using vocabulary from the stories
- Give personal opinions on the stories
- Answer the questions about the events and characters of the stories
- Compare characters
- Understand the humor
- Relate to the characters
- Compose conversations between characters by incorporating learned vocabulary from the stories and grammatical points practiced during the year
- Put the events of the stories in order
- Use prior knowledge of grammar points (past tenses, reflexive verbs, direct and indirect pronouns) to retell the stories
- Notice some cultural differences between US and France
  
- Use linking terms to build complete and complex sentences
- Describe the illustrations of the stories using knowledge of the vocabulary and grammar points introduced during the year
- Create comic strip based on stories or scenes from the stories using knowledge of the vocabulary and grammar points introduced during the year
- Create an alternative ending of the story

## Stage 2: Acceptable Evidence

### Transfer Task

Presentational: act out a scene from a story by incorporating vocabulary and grammar points introduced during the year

SLO: Make predictions about the events and the characters of the story by incorporating new expressions in complete sentences.

I know the meaning of the expressions from the story

I can use new expressions in complete sentences

SLO: Put events of the story in order

I can recall the main events of the story

I can put events of the story in order

SLO: Discuss the characters of the story

I know the names of the characters of the story

I can give physical and emotional description of the characters

SLO: Create and present a dialog between the characters of the story

I can start, maintain and finish a conversation

SLO: Describe the illustrations

I know events of the story

I can use new vocabulary to describe the illustrations

SLO: Create additional illustrations to bring alive some scenes from the story

I can describe the events and characters of the story in details

### Stage 3: Activities

Interpretive:

Understand main ideas and some supporting details of the stories

Comprehend description of the events and characters in the stories

Comprehend and appreciate the humor

Demonstrate sufficient control of language to understand fully and with ease the entire stories

Use visual support and background knowledge to comprehend the stories

Predict meaning of the word/expression/sentence based on the context, knowledge and/or experience

Recognize word family roots to comprehend the meaning of the word presented in authentic video, audio, and/or written text

Predict the events of the stories based on the prior knowledge of the characters

Interpersonal:

Express self and participate in conversations discussing the stories

Play a role of the characters when presenting scenes from the stories orally

Independently use idiomatic expressions, grammar points introduced during the year and new vocabulary in the conversations when presenting the scenes

Presentational:

Communicate information and express my own thoughts about the stories/scenes by using complete sentences and series of sentences

Present the events of the stories by describing a series of pictures

Create detailed illustrations to demonstrate the comprehension of the scenes of the stories