

POMPTON LAKES SCHOOL DISTRICT

**AP
FRENCH**

COURSE OF STUDY

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Unit Overview	
Content Area:	French 5 AP Curriculum
Unit Title:	Unit 1 La Famille et La Communauté
Target Course/Grade Level:	French 5 AP Grade 12
Unit Summary: Students will be introduced to various aspects of France and the francophone world. Students will learn about different topics such as: childhood, adolescence, friendship, social conditions and customs.	
Primary interdisciplinary connections:	
21st century themes: global awareness, economic and civic literacy	
Unit Rationale: This unit introduces students to various topics about French lifestyles.	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • What constitutes a family in different societies? • How can individuals contribute to the well-being of communities? • How do the roles assumed by families and communities differ throughout the world 	Unit Enduring Understandings By reading and discussing different themes about France and the francophone world, students will continue to enhance their knowledge of French and French culture.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Read and discuss childhood and adolescence in different cultures • Will learn about various concepts of friendship • Will learn about different cultural customs 	
Evidence of Learning	
Summative Assessment: By continuing to read and discuss the various themes indicated, students will continue to enhance their knowledge of French and the francophone world.	
Equipment needed: Overhead, computer, DVD, CD	
Teacher Resources: Text <i>Intrigue</i> , Notes, Supplementary Materials	

Formative Assessments

- Vocabulary tests
- Grammar and listening tests
- Tests on literature
- Essays and reaction papers
- Speaking assessments
- Class discussions
- Audio assessments
- **Benchmark Assessments:** listening, speaking, reading assessments
- **Alternative Assessments:** creative cultural projects, group presentations,

Lesson Plans

Lesson	Timeframe
Childhood	10 days
Adolescence	10 days
Friendship	10 days
Social Connections	10 days
Customs	10 days

Teacher Notes:**Curriculum Development Resources***Intrigue*

Unit Overview	
Content Area:	French 5 AP
Unit Title:	Unit 2 La Science et La Technologie
Target Course/Grade Level:	French 5 AP Grade 12
Unit Summary: Students will be introduced to articles on technology, discoveries, moral choices and inventions.	
Primary interdisciplinary connections: English	
21st century themes: Global awareness and economic and civic literacy.	
Unit Rationale: Students will continue their study of the French language and literature.	
Learning Targets	
Standards	
7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions: <ul style="list-style-type: none"> • How does scientific development affect our lives? • What factors have encouraged the innovation and discovery in the sciences and technology? • What role do questions of ethic play in the progress of science? 	Unit Enduring Understandings: By reading the various selections on technology, students will continue to broaden their knowledge of the French language.
Unit Learning Targets <i>Students will learn:</i> <ul style="list-style-type: none"> • About technology and its effects on society • About discoveries and invention • About moral choices • About communication 	
Evidence of Learning	
Summative Assessment: Students will continue to endeavor to enhance their knowledge of French by studying and learning about technology in today's society.	

Equipment needed: Text, DVD, CD, overhead projector
Teacher Resources: Text, Workbooks, Resource Books
Formative Assessments: oral notes and discussion, Google classroom responses, quizzes
Benchmark Assessments: listening, speaking, reading assessments
Alternative Assessments: creative cultural projects, group presentations,

- Formative Assessments**
- Grammar tests
 - Literature tests
 - Essays and reaction papers
 - Speaking assessments: class discussions
 - Audio assessments

Lesson Plans

Lesson	Timeframe
Technology and its effects on society	5 days
Discoveries and inventions	5 days
Moral Choices and Cloning	5 days
Genetically Modified Organisms	5 days
Communication	5 days
Video Games	5 days

Teacher Notes:

Curriculum Development Resources
Intrigue

Student Unit Overview	
Content Area:	French AP
Unit Title:	Unit 3 L'Esthetique
Target Course/Grade Level:	French 5 AP Grade 12
Unit Summary: Students will learn about different cultural aspects of beauty. They will read and learn how art, music, literature differ culturally.	
Primary interdisciplinary connections: English	
21st century themes: Global awareness and economic and civic literacy.	
Unit Rationale: This unit presents students with selections on the arts. It incorporates the idea of beauty, Patrimony, literary and visual arts.	
Learning Targets	
Standards	
Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • How are the perceptions of beauty and creativity created? • How do the ideas of beauty and aesthetics influence daily lives? • How does art define and reflect cultural perspectives? 	Unit Enduring Understandings Studying the aesthetics of France and the francophone world greatly broadens the students' knowledge of French and its' various cultures.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Read about different cultural aspects of beauty • Learn about the importance of patrimony • Will learn about both literary and visual arts 	
Evidence of Learning	

Summative Assessment: By reading selections concerned with the arts, students will continue to enhance their knowledge of varying French and francophone cultures.

Equipment needed: Text, DVD, CD,

Teacher Resources: Text, Workbooks. Resource Books

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- Vocabulary tests
- Grammar tests
- Literature tests
- Essays and reaction papers
- Speaking assessments: class discussions on literature and presentations
- Audio assessments

Lesson Plans

Lesson	Timeframe
Beauty: From Greece to present day, building of self- esteem, beauty in Senegal	10 days
Patrimony	10 days
Literary Arts: Victor Hugo, Les Miserables, feminine francophone literature	10 days
Visual Arts: street art, art in the kitchen horticulture	10 days

Teacher Notes:

Curriculum Development Resources

Intrigue

Unit Overview	
Content Area:	French 5 AP
Unit Title:	Unit 4 La Vie Contemporaine (Contemporary Life)
Target Course/Grade Level:	French 5 AP Grade 12
Unit Summary: In this unit, students will explore various topics relating to daily life. They will read and discuss: education, the working world, leisure activities, sports, travel and marketing.	
Primary interdisciplinary connections: 21 st century global awareness, economic and civic literacy.	
21st century themes:	
Unit Rationale: This unit presents a study of daily, personal situations. The topics enhance and give the students well rounded aspects of life in francophone cultures.	
Learning Targets	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • How do societies and individuals define quality of life? • How is contemporary life influenced by cultural perspectives, practices and products? • What are the challenges of contemporary life? 	Unit Enduring Understandings By studying aspects of daily life in different cultural situations, students are made aware of differences in an era of technological advancement and globalization.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Will discover aspects of education and the working world • Will read about leisure activities and sports • Will explore travel • Will investigate marketing and publicity 	
Evidence of Learning	
Summative Assessment: By completing the 4 th unit on contemporary life, students continue to enhance their knowledge of French, France and francophone world. It provides well rounded information. Equipment needed: DVD, CD, Computer Teacher Resources: Text	

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- Vocabulary tests
- Grammar tests
- Literature tests
- Essays and reaction papers
- Speaking assessments: class discussions on literature and presentations\
- Audio assessments

Lesson Plans

Lesson	Timeframe
Contemporary life: Education and the work world	5 days
Leisure activities and sports	5 days
Travel: A doctor without boundaries, tourism in Laos, Tahiti	5 days
Publicity and Marketing: Publicity and the environment, influence of publicity and the influence of Magritte	5 days

Teacher Notes:

Curriculum Development Resources

Unit Overview	
Content Area:	French 5 AP
Unit Title:	Unit 5 World Challenges
Target Course/Grade Level:	French 5 AP Grade 12
Unit Summary:	Students will be introduced to topics concerning current world challenges. The students will explore areas such as: the economy, environment, nutrition, health and tolerance.
Primary interdisciplinary connections:	
21st century themes:	global awareness, economic and civic literacy
Unit Rationale:	This unit introduces students to the beginnings of French literature. This enhances their knowledge of the history and culture of France.
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions What are the environmental, political and social problems throughout the world? What are the origins of these problems? What are possible solutions to these challenges?	Unit Enduring Understandings In a world of globalization, these topics offer students the opportunity to understand various cultural concerns.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explore different economic situations • Learn about problems in the environment • Learn cultural aspects of nutrition and health • Learn about tolerance for one another 	
Evidence of Learning	

Summative Assessment: The topics addressed in this unit continue to demonstrate universality. Students continue the on-going process of learning about global situations.

Equipment needed: computer DVD CD

Teacher Resources: Text Notes Supplementary Materials

Formative Assessments: oral notes and discussion, Google classroom responses, quizzes

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Lesson Plans	
Lesson	Timeframe
The economy: Congo, impact of negative news, Vietnam and its rice export	10 days
The environment: Recycling, Morocco, use of plastic	10 days
Food and Health: Nutrition, health as a priority, diabetics	10 days
Tolerance: Handicapped persons and accessibility, Wearing the veil in France	10 days
Teacher Notes:	
Curriculum Development Resources <i>Intrigue</i>	

Content Area Unit Name	English Language Arts, Mathematics, Science, Social Studies, World Language, Practical and Fine Arts, Business
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide</p>

	range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.
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	9-12: Create and edit multi-page document for public presentation.
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Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.

- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>
 The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.
 The SIOP Model components:
 1. [Lesson Preparation](#)
 2. Building Background
 3. [Comprehensible Input](#)
 4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.

- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.