



West Windsor-Plainsboro Regional School District
French 2

Unit 1: My Identity

Content Area: World Languages

Course & Grade Level: French 2, 9-12

Summary and Rationale

As a teen in today's world you are developing your identity. Challenges are part of growing up and they help you become a mature and responsible adolescent. How does culture and community shape your identity and impact your life?

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.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.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Standard: Standards for Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard: Standards for Presentational Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	

6.1.12.HistoryCA. 14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE. 14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Adolescents worldwide face challenges and these challenges, although similar, reflect cultural differences. ● The culture they live in impacts the choices they make during their interactions with others. ● Various aspects of their life reflect the culture they live in. ● School plays an important role in students' lives. ● Differences and similarities exist between French and American culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is culture? ● How does your life reflect the culture you live in? ● How is adolescence in French speaking countries different or similar to your experiences? ● How does school shape your identity? ● What does your life say about you as an individual? ● How does the French/Francophone culture help you understand more about the French language? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● adjectives to describe personality and appearances in reference to number and gender (doué, effrayé, débordé, anxieux, nerveux, épuisé, déprimé, stressé, triste, heureux, content, fâché, déçu, désespéré, confus) ● vocabulary related to school, stress, bullying, leisure activities. ● the present tense ● negation (ne..... pas) ● Il faut ● a variety of verbs (avoir, être, aller, faire, dormir, sortir, mettre, prendre, faire, venir, voir, recevoir, lire, écrire, dire) ● expressions with « avoir » (avoir peur, avoir confiance, avoir de la chance, avoir mal, avoir du mal à, avoir l'air, avoir sommeil, avoir des ennuis) ● « jouer à vs. faire de » ● aller and the infinitive ● « devoir, vouloir, pouvoir » ● reflexive verbs in the present tense "s'amuser, s'énerver, se calmer, se réveiller, se lever, se laver, se doucher, s'habiller, se raser, se brosser, se peigner, se déshabiller, se coucher, se reposer, s'endormir » ● possessive demonstrative adjectives ● dates/ numbers/ time/ weather/ seasons <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use the present tense to describe their identity and the identity of others ● Make descriptions and comparisons ● Describe good and bad habits ● Express opinions and preferences ● Give advice ● Express feelings ● Engage in conversations related to the topic of identity ● Decipher meaning of authentic realia (movies, clips, articles) 	
Evidence of Learning	

Assessment

Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources**Suggested Resources:**

- Film: Les Choristes
- Technology (internet resources, Videos, audio CDs, etc.)
- Video: Un jour une question "C'est quoi le harcèlement"
- Authentic realia (Astrapi, Okapi...)
- Song: Baloo - "Il en faut peu pour etre heureux"
- New Jersey Student Learning Standards – World Languages
- Film: Les Compères

Unit 2: My Perception of The World

Content Area: World Languages

Course & Grade Level: French 2, 9-12

Summary and Rationale

As a citizen of the world you want to become more familiar with other cultures. Discovering the world enhances the desire to learn and explore. As a traveler, what can you learn that will make you a globally aware citizen and how can you promote cultural awareness?

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.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.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Standard: Standards for Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard: Standards for Presentational Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
CPI #	Cumulative Progress Indicator (CPI)

6.1.2.HistoryUP. 2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP. 3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.5.HistoryUP. 6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP. 7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Traveling helps us understand differences and similarities among cultures. ● Traveling enhances the desire to learn and explore. ● Traveling promotes tolerance and global awareness. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does traveling impact your life? ● How can you promote cultural awareness? ● How does traveling change your perspectives and the way we think? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● adjectives to describe personality traits (courageux, brave, responsable, aventureux, tolérant, compréhensif, flexible, déterminé, respectueux, curieux, poli, généreux, paresseux, ambitieux, fiable) ● vocabulary related to traveling ● the present tense ● negation (ne..... pas, ne jamais, ne rien, ne personne) ● imperatives / Il faut ● preposition “à, de” with countries and places ● pronouns “y” ● a variety of verbs (voyager, dormir, partir, découvrir, sortir, mettre, prendre, faire, venir, voir) ● aller and the infinitive ● « devoir, vouloir, pouvoir » ● reflexive verbs in the present tense “s’amuser, s’ennuyer, se reposer, se fâcher, se moquer de, se calmer, s’énerver, se perdre, se disputer, se battre» <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use the present tense and near future to express travel plans ● Describe and compare communities ● Describe and compare traveling experiences ● Express opinions and preferences ● Give advice ● Express feelings ● Engage in conversations about traveling and being a global citizen ● Decipher meaning of authentic realia 	
Evidence of Learning	
Assessment	
Common assessment 1.1 Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress	
Resources	
Core Text:	
<ul style="list-style-type: none"> ● Book : Aventure en Savoie 	

- Film: Les vacances du Petit Nicolas

Suggested Resources:

- Technology (internet resources, Videos, audio CDs, etc.)
- Song: Dorothée - “La valise”, “Vive les vacances”
- Video: “Un Jour Une Question” - “C’est quoi les colonies de vacances”
- Authentic realia (Astrapi, Okapi...)
- New Jersey Student Learning Standards – World Languages

Unit 3: My Cultural Heritage

Content Area: World Language

Course & Grade Level: French 2, 9-12

Summary and Rationale

Legends and fiction have an important role in the world of adolescents. Adolescents feel that they have a lot of stress and pressure. Fiction helps them escape reality. Learning about the past helps you reflect on the present. Establishing connections with the past enhances your understanding of the present. Exploring the progress of French civilization makes you appreciate modern society.

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.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.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Standard: Standards for Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard: Standards for Presentational Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Crafts and Culture	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
CPI #	Cumulative Progress Indicator (CPI)

6.1.2.HistoryUP. 2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP. 3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.5.HistoryUP. 6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP. 7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Legends and fiction play an important role in defining adolescent culture ● Adolescents in all cultures feel pressure to succeed in today’s world ● Fiction helps us escape reality ● The world as we know it today is shaped by past discoveries. ● History plays an important role in our lives. ● The past impacts the present. ● Civilization (hygiene, clothing, living conditions, housing, infrastructure) has evolved considerably since the past. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do we need to escape reality? ● How does the imaginary world impact their life? ● How does the past impact the present? ● How does the past and history help you understand the meaning of the evolution of civilization? ● How does learning about the past make you appreciate the present? ● How does the past influence our present? ● How do the ideals and values of a society evolve through time? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● adjectives to describe personality traits (courageux, brave, responsable, aventureux, tolérant, compréhensif, flexible, déterminé, respectueux, curieux, poli, généreux, paresseux, ambitieux, fiable...) ● vocabulary related to fiction, legends, role models, characters from popular movies and books (Harry Potter, Twilight, Hunger Games) ● the present tense ● the passé composé ● the imparfait ● a variety of verbs (s’évader, s’échapper, rêver, partir, découvrir, voir, lire, dire, écrire) ● « devoir, vouloir, pouvoir » <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Narrate in the past to describe past events or past practices ● Make descriptions and comparisons between time periods ● Express opinions and preferences ● Give advice ● Express opinions and preferences ● Express feelings ● Engage in conversations related to the themes of history, literature, and society ● Decipher meaning of authentic realia 	
Evidence of Learning	
Assessment	
Common Assessment 1.1	

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress

Resources

Core Text:

- Book : Eric a disparu
- Film: Le Petit Nicolas

Suggested Resources:

- Technology (internet resources, Videos, audio CDs, etc.)
- Song: La Grande Sophie - "On savait"
- Authentic realia (Astrapi, Okapi...)
- Book: "La guerre de boutons"
- New Jersey Student Learning Standards – World Languages