



West Windsor-Plainsboro Regional School District  
French 3H

<b>Unit 1: The Individual in Society</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: French 3 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
As a teen in today's world, I am developing my identity. How does diverse society help shape my identity and impact my life? How does a multicultural society influence the way I treat and influence others?	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<b>Standard: Standards for Interpretive Mode of Communication</b>	
Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
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7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<b>Standard: Standards for Interpersonal Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
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7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

**Standard: Standards for Presentational Mode of Communication**

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7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Standard: Craft and Structure**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● A diverse society impact the individual and vice versa</li> <li>● Immigration affects the society and the individual</li> <li>● Stereotypes, whether they are based on truths or not, do not necessarily characterize the complex nature of me, as an individual, or others.</li> <li>● People’s choices and actions will contribute to how others perceive them.</li> <li>● There are many prejudices that influence people’s decisions.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why and how do stereotypes emerge?</li> <li>● What are the most common stereotypes?</li> <li>● How does today’s world provide more opportunities and/or challenges for youth?</li> <li>● How do stereotypes influence my life and the choices I make?</li> <li>● How does a diverse society impact the individual and vice versa?</li> <li>● How does immigration affect society and the individual?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● present tense talk about stereotypes</li> <li>● verbs such as “se moquer de, se plaindre, blesser, accuser, se disputer, se sentir, croire, penser, trahir, dire, s’entendre, expliquer, exprimer, se battre, s’intégrer, s’établir, manquer, appartenir à, s’améliorer, exclure, défavoriser »</li> <li>● vocabulary such as « l’intégration, des préjugés, un patrimoine culture, une patrie, un pays natal, une discrimination, une mondialisation, polyglotte, bilingue, trilingue »</li> <li>● adjectives to describe themselves and others such as “ passionnant, effrayant, ennuyeux, dangereux, sain, malsain, nuisible, relaxant, poli, impoli, cruel, égoïste, compréhensif, tolérant, patient, paisible, respectueux, attentif, engagé, fort, faible, utile etc »</li> <li>● adverbs to describe how people live, how people treat others such as “bien, mal, mieux, normalement, évidemment, heureusement, malheureusement, généralement, finalement”</li> <li>● infinitive structures such as “vouloir, devoir, pouvoir, avoir besoin de, avoir envie de, avoir peur de, avoir l’air de...) to express opinion and desire</li> <li>● negative structures : « ne...pas, ne...rien, ne... personne, ne ..... jamais, ne..... nulle part, ne...ni...ni, ne ....plus, ne...pas de tout » to describe personal experiences in dealing with others</li> <li>● the present participle to express simultaneous actions</li> <li>● relative pronouns “qui, que, dont, où, lequel, ce qui, ce que » to express connected discourse</li> <li>● possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to</li> <li>● prepositions with geographical expressions (à, de)</li> <li>● “il y a” and “depuis” to express time and location</li> </ul>	

- idiomatic expressions such as “avoir l’air, avoir besoin de, avoir envie de, faire confiance... etc »

**Students will be able to:**

- Ask questions (using basic questions patterns and inversion) related to multicultural society
- Express opinions, feelings and preferences
- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Make descriptions
- Give advice

**Evidence of Learning**

**Assessment**

Common Assessment

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

**Resources**

**Core Resources:**

- *Rabbi Jacob* – movie

**Suggested Resources:**

- Technology (Internet resources, videos, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- TV5 monde
- Un jour une question - videos
- “Le racisme expliqué à ma fille” - excerpts

<b>Unit 2: Heroes and Leaders</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: French 3 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
As a teen in today's world I am developing my identity. How do leaders and heroes shape my identity and impact my life? How do leaders and heroes inspire me?	
<b>Recommended Pacing</b>	
45 days	
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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.
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are certain characteristics that heroes, leaders, and idols share</li> <li>• Diverse cultures define heroes in different ways</li> <li>• There are certain notable figures that have made significant contributions to society</li> <li>• The contributions of ancient civilizations and their heroes/leaders</li> <li>• Through the exploration of different legends, literary works and other art forms, the concept of a hero has remained an important part of cultural expression</li> <li>• Significant legends, such as <u>Kirikou</u>, are timeless and still have an impact on modern society/ our perceptions of heroic people</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do we define heroes?</li> <li>• What qualities and acts make a person heroic and why do we need heroes in our society?</li> <li>• How do societal circumstances and issues create the need for heroes?</li> <li>• How are heroes in different cultures similar?</li> <li>• How have heroes of legends and literary works impacted our modern society?</li> <li>• How and why has the concept of a hero remained an important part of cultural expression?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The present subjunctive with impersonal expressions to describe essential qualities of heroes, leaders and idols (Ex. Il faut que....., Il est important que...)</li> <li>• Verbs such as “lutter pour, défendre, se disputer, se battre, sauver, mourir, périr, punir, combattre” in the present tense to describe what heroes and leaders do</li> <li>• The future tense to describe the actions of the heroes of tomorrow</li> <li>• The passé composé and imparfait to describe the lives of heroes and leaders of the World</li> <li>• The passé composé and imparfait to describe myths and literary works involving heroes and leaders</li> <li>• Direct and indirect pronouns (lui/leur, le/la/les) to refer to people and things</li> <li>• Negative structures : « ne...pas, ne...rien, ne... personne, ne ..... jamais, ne..... nulle part, ne...ni...ni, ne ....plus, ne....pas de tout » to describe personal experiences in dealing with others</li> <li>• The present participle to express simultaneous actions</li> <li>• Relative pronouns “qui, que, dont, où, lequel, ce qui, ce que » to express connected discourse</li> <li>• Possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to</li> <li>• Basic questions patterns and inversion</li> <li>• “il y a” and “depuis” to express time and location</li> <li>• Idiomatic expressions such as “avoir l’air, avoir besoin de, avoir envie de, faire confiance... etc »</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask questions using basic questions patterns and inversion</li> <li>• Express opinions, feelings and preferences</li> </ul>	

- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
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### Evidence of Learning

#### Assessment

Common Assessment

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

### Resources

#### Core Resources:

- Film: *Kirikou*

#### Suggested Resources:

- Technology (Internet resources, videos, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- TV5 monde
- Un jour une question - videos
- Excerpts from different legends
- *Jeanne d'Arc* – excerpts from movie and article

**Unit 3 Volunteer Work****Content Area: World Language****Course & Grade Level: French 3 Honors, 9-12****Summary and Rationale**

As a teen in today's world, and as a responsible citizen, it is important that I act locally and think globally.

**Recommended Pacing**

45 days

**New Jersey Student Learning Standards for World Language****Standard: Standards for Standards for Interpretive Mode of Communication**

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**Standards: Standards for Presentational Mode of Communication**

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**New Jersey Student Learning Standards for Computer Science and Design Thinking**

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**Interdisciplinary Standards (Social Studies)**

**Standard: History, Culture and Perspectives: Understanding Perspectives**

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**Instructional Focus**

**Unit Enduring Understandings**

- There are many opportunities to volunteer in one’s community and internationally
- Helping others in one’s global community contributes to one’s personal growth.
- Working in and out of school helps build a bridge between school and community
- Volunteering in foreign countries contributes to one’s personal growth
- Being in a foreign setting requires certain problem solving skills such as the ability to deal with unexpected situations and misunderstandings

**Unit Essential Questions**

- How can I combine my strengths and the skills to benefit my global community?
- How will my participation in community life contribute to my own personal growth?
- How can I effectively express myself in an unexpected situation abroad?
- What impact will volunteering in another country have on my life?

**Objectives**

**Students will know:**

- the passé composé and imparfait to narrate their experiences abroad
- the present subjunctive to express wish/desire, doubt, opinion (je veux que, j’aimerais que, je doute que...)
- future tense to describe how they will prepare for their trip abroad
- the conditional to express what kinds of volunteer work they would do if they had the time/ opportunity and what they would do in unexpected situations
- pronouns “Y” and “EN” to express where they go and what they do
- negative structures : « ne...pas, ne...rien, ne... personne, ne ..... jamais, ne..... nulle part, ne...ni...ni, ne ....plus, ne...pas de tout » to describe personal experiences in dealing with others
- réflexive and reciprocal verbs such as “s’habituer à, s’améliorer, s’ennuyer, s’amuser, se débrouiller, s’entendre, s’occuper de etc” to talk about relationships and daily routines
- the present participle to express simultaneous actions
- relative pronouns “qui, que, dont, où, lequel, ce qui, ce que » to express connected discourse
- possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to
- prepositions with geographical expressions (à, de)
- Ask questions using basic questions patterns and inversion
- “il y a” and “depuis” to express time and location
- idiomatic expressions such as “avoir l’air, avoir besoin de, avoir envie de, faire confiance... etc »

**Students will be able to:**

- Ask questions using basic questions patterns and inversion
- Express opinions, feelings and preferences
- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Make descriptions
- Give advice

### **Evidence of Learning**

#### **Assessment**

Common Assessment

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

### **Resources**

#### **Core Resources:**

- [Le Ballon d'or](#) – movie

#### **Suggested Resources:**

- Technology (Internet resources, videos, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- TV5 monde
- Un jour une question - videos

**Unit 4: Who Am I and What Will I Become**

**Content Area: World Language**

**Course & Grade Level: French 3 Honors, 9-12**

**Summary and Rationale**

As a teen in today's world I am developing my identity. How does culture and community shape my identity and impact my life?

**Recommended Pacing**

45 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode of Communication**

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard: Standards for Interpersonal Mode of Communication**

**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

**Standard: Standards for Presentational Mode of Communication**

**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Standard: Craft and Structure**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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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
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryC A.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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● One expresses him/herself through art (film, fashion, music, literature, cooking etc)</li> <li>● Personal and social values inform one's identity</li> <li>● Art plays a dominant role in shaping the individual and society</li> <li>● The choices one makes reflect one's sensibility and future outlook</li> <li>● Our society is becoming global and multicultural</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does one's reality affect personal expression?</li> <li>● How do the choices one makes reflect one's sensibility and future outlook?</li> <li>● How does one achieve personal goals?</li> <li>● Is diversity a threat to individual identity or a source of new perspectives?</li> <li>● How can we live in harmony in a global society?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The present tense to talk about their cultural identity</li> <li>● The future tense to describe their future goals</li> <li>● The past tense to describe the effects of multicultural society</li> <li>● Adjective such as "loyal, ambitieux, consciencieux, courageux, créatif, tolérant, respectueux etc" to describe themselves and others</li> <li>● Pronouns "Y" and "EN" to express where they go and what they do</li> <li>● Negative structures : « ne...pas, ne...rien, ne... personne, ne ..... jamais, ne..... nulle part, ne...ni...ni, ne ....plus, ne....pas de tout » to describe personal experiences in dealing with others</li> <li>● Direct and indirect pronouns (lui/leur, le/la/les) to refer to people and things</li> <li>● Present participle to express simultaneous actions</li> <li>● Relative pronouns "qui, que, dont, où, lequel, ce qui, ce que » to express connected discourse</li> <li>● Possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to</li> <li>● Basic questions patterns and inversion</li> <li>● "Il y a" and "depuis" to express time and location</li> <li>● Idiomatic expressions such as "avoir l'air, avoir besoin de, avoir envie de, faire confiance... etc »</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Ask questions using basic questions patterns and inversion</li> <li>● Express opinions, feelings and preferences</li> <li>● Decipher authentic realia</li> <li>● Engage in conversations</li> <li>● Use persuasive language and comparative structures to make arguments and express opinion</li> <li>● Compare and contrast</li> </ul>	

- Make descriptions
- Give advice

**Evidence of Learning**

**Assessment**

Common Assessment

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**Resources**

**Core Resources:**

- *Les Intouchables* - movie

**Suggested Resources:**

- Technology (Internet resources, videos, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- TV5 monde
- Un jour une question - videos