



West Windsor-Plainsboro Regional School District  
French 4/5 Curriculum A

## Unit 1: Relationships and Family

**Content Area: World Languages**

**Course & Grade Level: French 4/5, 9-12**

### Summary and Rationale

Family and friends play a pivot role in students' lives. How do students' interact with their families and friends? And how do practices and perspectives related to families and friends reveal important information about various cultures and communities?

### 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.

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.
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

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.
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.
<b>Standard: Standards for Presentational Mode of Communication</b>	
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<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>● The people that students interact with influence who they are and who they will become</li> <li>● Diversity is a source of new perspective</li> <li>● Friendships play an important role in our lives</li> <li>● Friendship is universal and a part of human nature</li> <li>● Beliefs, priorities, culture and traditions evolve over time and across generations.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why are relationships important and how do they affect who I am?</li> <li>● How does the way we perceive the world affect the way we live?</li> <li>● How does my circle of friends mirror who I am?</li> <li>● Why is it essential to have friends?</li> <li>● How do my values differ from those of my parents or other generations?</li> <li>● How does understanding other generations help me better understand who I am and the world I live in?</li> <li>● How do I see myself in different stages of life?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● the present tense</li> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● the conditional to make suppositions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en</li> <li>● direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with "avoir, faire, être"</li> <li>● reflexive verbs (s'entendre bien, se disputer, s'amuser, s'ennuyer, s'énerver, se comprendre, s'aimer, s'occuper de, se souvenir de, se perdre, se calmer etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> </ul>	

- a variety of prepositions
- vocabulary related to feelings, emotions, friendship, relationships, family and generations
- structures of questions using basic questions patterns and inversion
- relative pronouns “qui”, “que” and “où”.
- the present participle

**Students will be able to:**

- Decipher authentic realia
- Engage in conversations related to families and relationships
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- 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:**

- Film: “Trois hommes et un couffin”

**Suggested Resources:**

- Technology (internet resources, Videos, etc.)
- Authentic realia
- Song: Stromae: Papaoutai, Mika: Elle me dit
- New Jersey Student Learning Standards – World Languages
- Film: “Mon meilleur ami”
- Face à Face, various chapters and ancillary materials
- Imaginez, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture

## Unit 2: Media and Technology and their Impact on Me and the World

**Content Area: World Languages**

**Course & Grade Level: French 4/5, 9-12**

### Summary and Rationale

As a result of increased global communication and advancements, the world is becoming more interconnected. Learning a world language such as French prepares students to be global participants of this modern world. As teens in today's world, students are developing their identity. How do culture and community shape this identity and impact their lives?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

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6.1.12.HistorySE.1 4.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>● The media and social media affect students' everyday life</li> <li>● The use of technology has an impact on students' life</li> <li>● Technology is constantly changing</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does the way we perceive the world around us affect the way we live?</li> <li>● How do media, social media and technology impact my life?</li> <li>● How has technology made my generation unique?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● the conditional to make suppositions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en, direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with "avoir, faire, être"</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● reflexive verbes (se disputer, s'amuser, s'ennuyer, s'énerver, s'occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> <li>● vocabulary related to media, social medias and technology</li> <li>● structures of questions using basic questions patterns and inversion</li> <li>● relative pronouns "qui", "que" and "où".</li> <li>● the present participle</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Decipher authentic realia</li> </ul>	



- Engage in conversations related to technology and communication
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
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- Give advice

### 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 Resources:

- Film: “La Doublure”

#### Suggested Resources:

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- Song: Etienne - Le futur
- New Jersey Student Learning Standards – World Languages
- Film: “Hibernatus”
- Face à Face, various chapters and ancillary materials
- Imaginez, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
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### Unit 3: Contemporary Life

**Content Area: World Languages**

**Course & Grade Level: French 4/5, 9-12**

#### Summary and Rationale

Our world changes everyday. How do students talk with others about contemporary life? As teens in today's world, students are developing their identity. How do culture and community shape this identity and impact their lives?

#### Recommended Pacing

45 days

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

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

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

**Standard: Craft and Structure**

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

**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**

- The choice of their leisure activities reflect who they are
- The changing world provides them with new options
- Artistic products play an important role in defining a culture by explaining natural phenomena, teaching lessons, and retelling historical events.
- Through art, we can learn how the past affects the present.
- Paintings are ways of telling stories and expressing cultural values.
- Cities are important centers of activities in a country, and often display a rich culture
- It is important to be able to navigate through a city and to give directions
- In a city, one can find the origins of many cultural practices

**Unit Essential Questions**

- How does the way we perceive the world around us affect the way we live?
- How does the choice of my leisure activities reflect who I am?
- How does the changing world provide me with new choices?
- How do culture and art shape our identity?
- How does art give us historical perspective?
- How can art tell a story?
- How does where we live affect us?
- How do different types of living shape people’s lives?
- What does a city say about a culture?
- What kinds of opportunities does a city offer?

**Objectives**

**Students will know:**

- the passé composé and imparfait
- near future (aller and infinitive) and simple future (futur proche, futur simple)
- ask questions
- a variety of adjectives
- the comparative and superlative of adjectives, verbs and nouns
- pronouns y, en, direct/indirect object (simple)
- subjunctive (impersonal expressions, will, opinion and emotion)
- the conditional to make suppositions
- il faut, il est important de, il est nécessaire de + infinitive
- modal verbs: vouloir, pouvoir, devoir
- expressions with “avoir, faire, être”
- infinitive structures (aimer/préférer/détester ... etc.)
- partitives and expressions of quantities
- reflexive verbes (se disputer, s’amuser, s’ennuyer, s’énervier, s’occuper de, se souvenir de etc)

- negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)
- a variety of regular and irregular verbs
- a variety of prepositions
- vocabulary related to traveling, leisure activities, places, arts, artistic movements, museums, historical monuments, urban and country life
- structures of questions using basic questions patterns and inversion
- relative pronouns “qui”, “que” and “où”.
- the present participle

**Students will be able to:**

- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- Make descriptions
- Give advice

**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 Resources:**

- Film: Bienvenue chez les Ch’tis

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- Song: “The Hunchback of Notre Dame - Out There” (French version), ZAZ: “Paris sera toujours Paris”
- New Jersey Student Learning Standards – World Languages
- Film: “La Vie en Rose”
- Film: “Paris, je t’aime”
- Face à Face, various chapters and ancillary materials
- Imaginez, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture

<b>Unit 4: Beauty and Fashion</b>	
<b>Content Area: World Languages</b>	
<b>Course &amp; Grade Level: French 4/5, 9-12</b>	
<b>Summary and Rationale</b>	
Beauty is in the eye of the beholder! How do notions of beauty and fashion shape my identity? And what do aesthetic ideals teach us about a culture?	
<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.
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.
<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.
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.
<b>Standard: Standards for Presentational Mode of Communication</b>	
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.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<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

<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<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>	
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>● Interpretations of beauty and creativity in society play a major role in shaping a student’s identity</li> <li>● Individual and community support of the arts help to strengthen/promote diversity in the community</li> <li>● Fashion has helped to modernize society’s look and also preserve local and regional traditional clothing</li> <li>● The performing and visual arts offer a rich understanding of France's history</li> <li>● Beauty ideals and fashion trends have an impact on one’s mental and physical health</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do interpretations of beauty reflect cultural perspectives?</li> <li>● How does the notion of beauty shape my identity?</li> <li>● How do the arts challenge and reflect cultural perspectives?</li> <li>● How does admiring and appreciating the arts shape my identity?</li> <li>● Can the arts influence changes in society?</li> <li>● How do beauty ideals and fashion trends affect one’s mental and physical health?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● the conditional to make suppositions</li> <li>● ask questions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en, direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with “avoir, faire, être”</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● reflexive verbes (se disputer, s’amuser, s’ennuyer, s’énervier, s’occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> <li>● vocabulary related to beauty standards, fashion, mental and physical health, daily routine, personal hygiene, esthetics, history of fashion</li> <li>● structures of questions using basic questions patterns and inversion</li> <li>● relative pronouns “qui”, “que” and “où”.</li> </ul>	



- the present participle

**Students will be able to:**

- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
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**Assessment**

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**Resources**

**Core Resources:**

- Film: "Coco avant Chanel"

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- Song:
- New Jersey Student Learning Standards – World Languages
- Film: "La Belle et la Bête"
- Face à Face, various chapters and ancillary materials
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