MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

William Allen Middle School
World Language Department

French I, part I
Grade 7

Date : July 22, 2021
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Course Description and Fundamental Concepts

This course emphasizes the first half of the French 1, Part 1 curriculum for William Allen Middle school. Students are introduced to the basic sounds and common grammar of the French language. The emphasis of the course is on the development of both expressive and receptive vocabulary, conjugating verbs in the present tense, and the structure of the language. In addition to vocabulary and grammar activities, the culture of France and Canada are also studied.

New Jersey Student Learning Standards (NJSLS)

2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Mid by the End of Grade 5, Grade 8[1], Grade 12[2]

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
	• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
	• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
	• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
	• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

[1] By the end of grade 8 if new language is started in middle school

[2] By the end of grade 12 if new language is started in high school

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Welcome- intro, School and school supplies, Family, and weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school and supplies, pets, preferences, weather, authentic videos and listening.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectations
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

English Language Arts Anchor Standards
List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5	**NJSLSA.R1.**	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4, 5	**NJSLSA.R2.**	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5	**NJSLSA.R3.**	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5	**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.
4, 5	**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.
5	**NJSLSA.R6.**	Assess how point of view or purpose shapes the content and style of a text.
4, 5, 6	**NJSLSA.R7.**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3, 4, 5	**NJSLSA.W3.**	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2, 3, 5	**NJSLSA.W4.**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1, 2, 3,4, 5	**NJSLSA.W5.**	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4, 5	**NJSLSA.W6.**	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 2, 3 ,4, 5	**NJSLSA.W7.**	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
1, 2, 3, 4, 5	**NJSLSA.W8.**	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5	**NJSLSA.W10.**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
1, 2, 3, 4, 5	**NJSLSA.SL1.**	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1, 2, 3, 4, 5	**NJSLSA.SL2.**	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1, 2, 3, 4, 5	NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
1, 2, 3, 4, 5	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
1, 2, 3, 4, 5	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
1, 2, 3, 4, 5	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1, 2, 3, 4, 5	NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
1, 2, 3, 4, 5	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
1, 2, 3, 4, 5	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
1, 2, 3, 4, 5	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	*9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.* *9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.* *9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.* *9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.*
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	*9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.*
	Early planning can provide more options to pay for postsecondary training and employment.	*9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.* *9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.* *9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.* *9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.*

	There are a variety of resources available to help navigate the career planning process.	*9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.* *9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.* *9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.*
5,6,7,8	Employee benefits can influence your employment choices.	*9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.* *9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.*
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	*9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.* *9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.* *9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.* *9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.* *9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level*
	There are resources to help an individual create a business plan to start or expand a business.	*9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.*

Life Literacies and Key Skills (Standard 9.4)

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	*9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).* *9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).* *9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).* *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries*
	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	*9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).* *9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).*
4, 5	**Critical Thinking and Problem-solving:** An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	*9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.*
1, 2, 3, 4, 5	**Digital Citizenship:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	*9.4.8.DC.1: Analyze the resource citations in online materials for proper use.*

		9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	*9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.*
1, 2, 3, 4, 5	**Digital Citizenship:** Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	*9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.* *9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.* *9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.*
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	*9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*
	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	*9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).*
1, 2, 3, 4, 5	**Global and Cultural Awareness:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	*9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).* *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*
1, 2, 3, 4, 5	**Information and Media Literacy:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.* *9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.*

	Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	*9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).* *9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.* *9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.*
	Information and Media Literacy: The mode of information can convey a message to consumers or an audience.	*9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.*
1, 2, 3, 4, 5	**Information and Media Literacy:** Sources of information are evaluated for accuracy and relevance when considering the use of information.	*9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).* *9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).*
	Information and Media Literacy: There are ethical and unethical uses of information and media.	*9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).* *9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).* *9.4.8.IML.11: Predict the personal and community impact of online and social media activities*
	Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	*9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.* *9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).* *9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.*

		9.4.8.IML.15: *Explain ways that individuals may experience the same media message differently.*
	Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	**9.4.8.TL.1**: *Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.* **9.4.8.TL.2**: *Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).* **9.4.8.TL.3**: *Select appropriate tools to organize and present information digitally.* **9.4.8.TL.4**: *Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).*
1, 2, 3, 4, 5	**Technology Literacy:** Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	**9.4.8.TL.5**: *Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.* **9.4.8.TL.6**: *Collaborate to develop and publish work that provides perspectives on a real-world problem.*

Interdisciplinary Connections
List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1.5](#))
List appropriate units below for which standard 1.5 Visual Arts (may be addressed)

Unit Addressed	Standard #	Standard Description
	Anchor Standard 1	**Generating and conceptualizing ideas:** *Creativity and innovative thinking are essential skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.*
1, 2, 3, 4, 5	**Anchor Standard 2**	**Organizing and developing ideas**.: *Artists and designers experiment with form, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and*

		interact with objects, places and design that define, shape, enhance, and empower their lives.
	Anchor Standard 3	**Refining and completing products:** *Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.*
1, 2, 3, 4, 5	**Anchor Standard 4**	**Selecting, analyzing, and interpreting work:** *Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.*
	Anchor Standard 5	**Developing and refining techniques and models or steps needed to create products.** *Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.*
1, 2, 3, 4, 5	**Anchor Standard 6**	**Conveying meaning through art:** *Objects, artifacts and artwork collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.*
	Anchor Standard 7	**Perceiving and analyzing products:** *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influence understanding and responses to the world.*
1, 2, 3, 4, 5	**Anchor Standard 8**	**Interpreting intent and meaning:** *People gain insights into meanings of artworks by engaging in the process of art criticism.*
	Anchor Standard 9	**Applying criteria to evaluate products:** *People evaluate art based on various criteria.*
	Anchor Standard 10	**Synthesizing and relating knowledge and personal experiences to create products:** *Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.*
1, 2, 3, 4, 5	**Anchor Standard 11**	**Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding:** *People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.*

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that <u>may be addressed</u>

Unit Addressed	Content / Standard #	Standard Description
1	**6.2.12.GeoSV.1.a**	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. (World History: The influence of France across the world: Quebec, Haïti, Louisiana)
4	**6.2.8.GeoPP.3.b**	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
3	**6.2.12.EconGE.6.b**	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. (Economics: French speaking Belgium's influence with banks, pharmaceuticals, and watch industry)

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12

Unit Addressed	Performance Expectations
2, 3, 4,	**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
	Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
1, 2, 3, 4, 5	**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
1, 2, 3, 4, 5	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a** Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Salutations Greet and say goodbye to an individual within a familiar context. Introduce self and another individual to a third party. Respond to basic questions in French	**September**
Unit 1: (cont'd) Articulation and Preferences Express preferences, likes, and dislikes about a limited variety of familiar topics.	**October**
Unit 2: Au lycée, au collège Learning classes and class objects , adjectives, descriptions and intro to Unit 3: La famille et les copains	**November**
Unit 3: La famille et les copains Identify family members, friends, and pets. Use adjectives to describe people and objects. Les descriptions : Student Presentations Personal Digital Project, with an emphasis on adjectives and describing people, objects, places, and food.	**December**
Unité 4: Au café Foods and Restaurants Identifying foods, drinks, asking and responding to inquiries related to food at home and outside of the home. Recycling and the global emphasis of using less waste.	**January**
Unit 4:Student Project: Au restaurant Emphasis on speaking and integrating French language skills in digital or live in-clas presentation.	**February**
Unit 5: les temps Terms relating to weather and seasons. Students discuss current weather events in the US and in Europe, with an understanding of the impact of global warming and conservation in the world.	**March**
Unit 5: les saisons Study of seasons, weather events, and reading French weather sites for understanding.	**April**
Unit 6: le passé composé Talking about life and personal events in the past tenses, recognising the passé composé, reflexive verbs, and the Imperfect tenses.	**May**
Unit 6: le présent, le passé composé Final review and preparation for end of year classroom activities.	**June**

[Units](#)

Contact the Content Supervisor for unit details.