

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
World Language Department*

**Honors French III
*Grades 10-12***

**Date : August 2023
Prepared by: Christopher Dinon
Supervisor: Roseth Rodriguez**

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Course Description and Fundamental Concepts

HONORS FRENCH III

Level: 3

Grades: 10-12

5 Credits/Year

Honors French 3 builds upon the language proficiency already acquired stresses a broad and diversified use of language skills. A wide variety of authentic documents are used to develop oral competence, a major goal of the course. Students engage in sustained conversations and discussions that range from topics dealing with “survival French” to areas of academic, social or cultural interest. There is an emphasis on using authentic documents which allows the student to build a wide vocabulary and study important linguistic structures in context. Students read authentic literature, view French-language films, write short compositions, and engage in sustained discussions and oral presentations based on texts and other documents presented in class as well as their own research. Students will look at contemporary audio-visual resources that are directly related to language, history and culture of France and the French-speaking world. Throughout the course, they will be engaged in attaining proficiency in French in the three communicative modes (interpersonal, presentational, interpretive) in the Intermediate-Low to Intermediate-Mid range (ACTFL- NJSLS) as defined in the Standards for World languages. In this level of pre-AP French, students will explore all 6 themes recommended by the College Board and many of the sub-themes as they relate to the content of this course.

Students may consider taking the SAT II test upon completion of this course.

Prerequisite: Successful completion of Honors French II with a final minimum grade of B and teacher recommendation

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.• 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, technology, climate, immigration, population, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).</p>

Interpersonal Mode of Communication

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

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

	<ul style="list-style-type: none"> • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.

Intercultural Statements	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

English Companion Standards ([grades 9-10](#), [grades 11-12](#))

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	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.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Units 3 and 7	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	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.
Units 1, 4 and 10	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.
Units 6, 7, 9 and 10	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Units 2, 4, 7 and 10	NJSLSA.R8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Unit 4	NJLSA.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.
Units 1, 6, 8, 9 and 10	NJLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Units 4 and 10	NJLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Unit 3	NJLSA.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.
Unit 3	NJLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Units 2 and 5	NJLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit 7	NJLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Unit 7	NJLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Unit 10	NJLSA.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.

Units 4 and 5	NJLSA.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.
Units 4, 5 and 10	NJLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Units 3 and 7	NJLSA.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.
Units 3, 4 and 7	NJLSA.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.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Unit 4	NJLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Units 2, 5, 8 and 9	NJLSA.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.
Unit 3	NJLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	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.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	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.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Unit 9	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 12		
Unit Addressed	Core Idea	Standard / Description
Unit 9	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
Unit 9	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p>

		<i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i>
Unit 4	An individual's income and benefit needs and financial plan can change over time.	<i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
Unit 9	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
Unit 9	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i>

Unit 10	There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>
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Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Unit 4	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Unit 9	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
Unit 10	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>

<p>Unit 4</p>	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
<p>Unit 3</p>	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
<p>Unit 3</p>	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
<p>Unit 10</p>	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
<p>Unit 3</p>	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>

<p>Units 5, 7 and 10</p>	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
<p>Unit 3</p>	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
<p>Unit 3</p>	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i> <i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
<p>Unit 3</p>	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i> <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
<p>Unit 10</p>	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>

Unit 3	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
Unit 5	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
Unit 1	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
Units 1, 4, 6 and 10	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
Units 2, 6, 5 and 7	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>

Units 3, 4, 8 and 9	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
Units 4, 7, 10	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Unit Addressed	Content / Standard #	Standard Description
Units 2 and 10	6.2.12.HistoryCC.3.b	World History: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
Unit 4	1.5.12acc.Pr6a	Visual Arts: Make, explain and justify connections between artists or artwork and social, cultural and political history.
Unit 4	6.2.12.HistoryCC.1.f	World History: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
Unit 10	HS-LS2-7	Science: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Unit 5	6.2.12.GeoPP.5.a	Social Studies: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures)
Unit 5	8.1.5.IC.1	Computer Science: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12	
Unit Addressed	Performance Expectations
Units 4 and 5	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.

<p>Unit 4</p>	<p>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.</p>
<p>Unit 6</p>	<p>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.</p>
<p>Units 1, 4, 5, 6 7 and 9</p>	<p>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.</p>

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
Reprise Unité 1- Ressentir et vivre	September (~19 days)
Unité 2- Habiter en ville	October (~19 days)
Unité 3- L'influence des médias	November (~16 days)
Unité 4- La valeur des idées	December (~15 days)
Unité 5- La société en evolution	January (~18 days)
Unité 6- Les générations qui bougent	February (~18 days)
Unité 7- À la recherche du progrès	March (~15-20 days)
Unité 8- S'évader et s'amuser	April (~15-20 days)
Unité 9- Perspectives de travail	May (~18 days)
Unité 10- Les richesses naturelles	June (~15 days)

Units Scope and Sequence

Unit Name: Reprise

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How does the francophone world compare to your community?
- How are our lifestyles similar and different?
- How does culture influence our lifestyle?

Learning Objectives

Students will be able to...

- Discuss food and where to buy it
- Talk about technology and how to use it
- Talk about foods from the French-speaking world
- Compare the city and the countryside
- Discuss fine arts and performing arts
- Discuss films and books
- Discuss French cheeses, Moroccan cuisine and typical dishes from the French-speaking world

Unit 1: Ressentir et vivre

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How do relationships shape my life?

Learning Objectives

Students will be able to...

- Talk about relationships, feelings and personality.
- Understand a short film about an interesting relationship between two different personalities.
- Discuss everyday life
- Ask questions about everyday situations
- Discuss the impact of the francophone world on American culture
- Describe the baccalauréat and discuss academic stress
- Discuss the assimilation and integration of Cajuns in Louisiana

Unit 2: Habiter en ville

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How do people build community in large cities?

Learning Objectives

Students will be able to...

- Talk about urban life
- Discuss everyday actions that are reflexive and reciprocal in nature
- Provide descriptions using adjectives and adverbs
- Reflect on the attractions and language of the French cities Marseille and Lyon
- Describe la Fête de la Musique

Unit 3: L'influence des médias

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How do media and technology change human behavior and interactions?

Learning Objectives

Students will be able to...

- Talk about the media
- Discuss a short film about the influence of television on people's lives
- Talk about and distinguish between past actions, both completed and ongoing
- Reflect on the attractions and language of Quebec
- Discuss the state of the media landscape and the French language in Quebec

Unit 4: La valeur des idées

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How do people discuss social justice?

Learning Objectives

Students will be able to...

- Talk about law, legal rights and politics
- Talk about events that happened before other past actions
- Deny or refute statements
- Learn about and reflect upon the people, attractions and language of the Antilles
- Discuss the importance of freedom and artistic expression in Haiti

Unit 5: La société en évolution

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How can a society overcome individual differences?

Learning Objectives

Students will be able to...

- Talk about immigration, diversity, social problems and change
- Understand characters' motivations in a short film
- Express quantities and parts of a whole
- Use pronouns to refer to places and things that have already been mentioned
- Discuss famous people, attractions and language in West Africa
- Reflect on an anti-discrimination campaign in France
- Discuss the impact of technology used in African schools

Unit 6: Les générations qui bougent

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- What is the role of family in my life?

Learning Objectives

Students will be able to...

- Talk about family members, generations and stages of life
- Understand the creative narration in a short film
- Express suggestions desires and feelings
- Discuss the people, attractions and language of North Africa and Lebanon
- Discuss how fashion represents individual personalities and societal change
- The role of marriage customs in Algeria and other cultures

Unit 7: À la recherche du progrès

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- What are the advantages and disadvantages of technological advances?

Learning Objectives

Students will be able to...

- Talk about science and technology
- Express thoughts and feelings about changes in the future
- Reflect on the people, attractions and language of Belgium, Switzerland and Luxembourg
- Discuss the European Organization for Nuclear Research (CERN)
- Discuss Swiss researcher's contribution to robotics

Unit 8: S'évader et s'amuser

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How does culture influence our perception of leisure time?

Learning Objectives

Students will be able to...

- Talk about sports, leisure activities and the arts
- Talk about living in and traveling between cities, islands, regions, countries and continents.
- Discuss hypothetical situations.
- Discuss extreme sports on the island of Réunion
- Reflect on the people, attractions and language of francophone islands in the Indian Ocean

Unit 9: Perspectives de travail

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- What must an individual do to be successful in the global economy?

Learning Objectives

Students will be able to...

- Talk about work and finances
- Link ideas together in complex sentences
- Describe simultaneous actions
- Reflect upon the people, attractions and language of Central Africa
- Discuss a start-up that helps young people find employment in Madagascar, women entrepreneurs and micro-financing in Africa
- Swiss researchers' contributions to robotics

Unit 10: Les richesses naturelles

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5.

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Fundamental Concepts / Big Ideas

- How can we live in harmony with nature and protect the environment?

Learning Objectives

Students will be able to...

- Talk about nature as well as its preservation and destruction
- Discuss sustainable forestry in Gabon
- Express regrets and give excuses for things that happened in the past
- Discuss how life and environmental issues will have changed in the future
- Reflect on the people, attractions and language of francophone Asia and Oceania
- Discuss the natural wonders of New Caledonia and French Polynesia

Please contact the Content Supervisor for any questions.