



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** French II

**Department:** World Cultures

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
July 2011	Steve Sarles	Born Date
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Who Am I	11	Les fêtes
2	Who Am I	12	Les fêtes
3	La Technologie	13	Les fêtes
4	La Technologie	14	Les fêtes
5	La Technologie	15	Les fêtes
	Marking Period 2		Marking Period 4
6	La Technologie	16	La Gastronomie française
7	Bon Voyage!	17	La Gastronomie française
8	Bon Voyage!	18	La Gastronomie française
9	Bon Voyage!	19	La Gastronomie française
10	Bon Voyage!	20	La Gastronomie française

### Core Instructional & Supplemental Materials including various levels of Texts

*Bon Voyage* Textbook (College prep/ADV) Kahoot, Quizlet, Quia, Lingt, French websites, you-tube videos, EdPuzzle, Children's books as appropriate (College Prep/ADV)

Time Frame	Weeks 1-2
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Topic
Who am I
Essential Questions
<ul style="list-style-type: none"><li>● What do I have in common with others?</li><li>● What are people from French-speaking countries like? How are they different from and similar to me?</li><li>● What made me who I am?</li></ul>
Enduring Understandings
<ul style="list-style-type: none"><li>● All people have basic common connections between one another.</li><li>● Each person is unique and influenced by his or her culture and origins.</li><li>● A person's family and home has influenced who they are.</li></ul>
Alignment to Standards
<a href="#">NJSLs- 7.1.IM.A.1-5; 7.1.IM.B.1,2,3,4,5; 7.1.IM.C.1-5</a>
Learning Activities & Key Concepts and Skills
<p><b>Concepts</b></p> <ul style="list-style-type: none"><li>● Culture, family and values determines priorities</li><li>● Culture influences a person's diet.</li><li>● Home, family, and friends are an intrinsic part of all peoples' lives</li><li>● Location and culture influences a person's leisure time.</li><li>● People of many cultures complete the same daily activities.</li><li>● Each person's past has influenced their present.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>● List, discuss, compare, contrast, and formulate questions regarding their immediate world (including school).</li><li>● Discuss, compare, and contrast similarities and differences between French and American everyday life.</li><li>● Discuss, compare, and contrast similarities and differences between themselves and</li></ul>

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classmates.

- Describe themselves and others
- Tell where they go every day
- Describe their family and their home
- Explain food preferences
- Discuss what they like to do in their free time
- Compare what they want to do with what they can do
- Describe their daily routine
- Narrate in the past tense.
- Narrate complex thoughts using object pronouns

### **Interpersonal tasks:**

- Discuss your daily routine with a classmate
- Describe a sport without mentioning the name
- Window shopping interview
- Activities graph
- Infogap: thief
- Infogap: famous French people
- Describe what someone is wearing
- Infogap: recreate a house
- Infogap: geography

### **Interpretive tasks:**

- C'est qui?
- Clothing store webquest
- Go food shopping
- Flashcards
- TPRS
- Swat
- Dictation
- Article or website about francophone teens

### **Presentational tasks:**

- Describe your weekend activities and compare them to your daily activities
- Explain your favorite season and why
- Tell what you are going to do in school this year
- Letter to an exchange student

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- Plan what you are going to buy for an exchange students visit

## Assessments

### **Formative:**

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Venn Diagrams/Graphic organizers
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment
- Quizlet
- Google Voice

### **Summative:**

- Unit Oral and written assessment

### **Benchmark:**

- Skills (Written/Oral) Culture Benchmark

### **Alternative:**

- Student generated Google slide presentations on what they would buy for a foreign exchange student coming to stay with them in the United States for the semester.

## Career Education

CRP4- Students will communicate clearly and effectively with reason when completing their oral presentations in class as well as their presentations on hosting a foreign exchange student.

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### 21st Century Skills

### Interdisciplinary Connections

English Language Arts- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will use Google Slides in order to synthesize and present information.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 3-6
Topic	
La Technologie	
Essential Questions	

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- What type of technology is part of your daily life?
- How is technology similar and/or different in target countries?
- How does technology influence pop culture?
- How does technology impact communication?

### Enduring Understandings

- Although all individuals are unique, all cultures throughout the world are influenced by technology
- Communication to different cultures has been made easier through the aid of technology.

### Alignment to Standards

[NJSLs- 7.1.IM.A.1-5; 7.1.IM.B.1.,2.,3.,4.,5; 7.1.IM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Concepts**

- Different cultures have different habits of communication, i.e., phone, text, email etc.,
- Technology advancements are seen in daily lives and all forms of media
- Technology helps further advance technology

#### **Skills**

- Compare and contrast a type of technology in the United States and France
- Talk on the phone
- Communicate electronically in the target language using authentic modern language
- Instruct someone on how to use technology
- Ask for help with technology
  
- Technology tutorial
- Phone conversation
- Texting and Facebook messages
- Webquest interpretive task
- Volunteer task: help someone with technology
- Holistic assessment of personal journal entries
- Online assessment activities

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- Webquests

## Assessments

### **Formative:**

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Kahoot
- Class Blog

### **Summative:**

- Unit oral and written assessment

### **Benchmark:**

- 

### **Alternative:**

- Student generated presentations on the advancement of technology in both France and the United States and how such changes have impacted both societies. Class Blog

## Career Education

CRP4, CRP5, CRP11- Students will communicate clearly and effectively with reason the differences technological advancements in French and the United States as well as analyze the environmental, social, and economic impact of technological advances.

## 21st Century Skills

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### Interdisciplinary Connections

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will use Google Slides in order to synthesize and present information.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will complete a French webquest using their chromebooks.

Time Frame	Weeks 7-10
Topic	

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Bon Voyage!

### Essential Questions

- How does one's culture affect travel?

### Enduring Understandings

- Location and culture affect how people travel

### Alignment to Standards

[NJSLs- 7.1.IM.A.1-5; 7.1.IM.B.1..2..3..4..5; 7.1.IM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Concepts**

- Travel in France is similar and different to travel in the United States
- Modes of transportation in France are similar to those in the United States.
- The TGV is a modern and comfortable way to travel.
- Safety is important in French planes.

#### **Skills**

- Compare and contrast travel in the United States and France
- Describe a trip on the train and plane.
- Recount an event that took place in the past.
- Interpret written and spoken safety tips.
- Prepare for a trip on an airplane
  
- Workbook activities
- Read about French and American travel and use Graphic organizers to summarize main ideas
- Venn Diagram to compare cultures
- Journal entry describing past event
- Webquest project on airline websites
- Picture prompts speaking
- Blog writing

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- Speed dating speaking
- Collaborative interpretation of website

## Assessments

### **Formative:**

- Do Now Activity
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Google voice

### **Summative:**

- Unit Oral and Written Assessment

### **Benchmark:**

- 

### **Alternative:**

- Webquest project on airline websites

## Career Education

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### 21st Century Skills

### Interdisciplinary Connections

English Language Arts- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will use Google voice to complete oral assessments.
  - Students will use Padlet to create a class blog.
  - Students will use chromebooks to complete webquest.

Time Frame

Weeks 10-15

Topic

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### Les Fetes

#### Essential Questions

- How does religion affect a culture's priorities?
- How are holiday celebrations affected by location and culture

#### Enduring Understandings

- People in all countries and cultures celebrate religious and cultural holidays.
- Cultural and religious holidays vary according to region.

#### Alignment to Standards

[NJSLs- 7.1.IM.A.1-5; 7.1.IM.B.1,2,3,4,5; 7.1.IM.C.1-5](#)

#### Learning Activities & Key Concepts and Skills

- The French celebrate the 14th of July as their national holiday with a military celebration.
- All francophone cultures observe Carnaval and Mardi Gras, even in the United States.
- Marriages differ greatly in France from the United States.
- Christmas and Hanukkah are important celebrations in France
  
- Workbook activities
- Read about French leisure time and use Graphic organizers to summarize main ideas
- Venn Diagram to compare cultures
- Journal entry
- Webquest project
- Interpretation of authentic newspaper articles, websites and videos on French celebrations
- Blog writing
- Stations
- Group brainstorming
- Speaking: Speed dating and picture prompts
- Poll everywhere
- Collaborative interpretation

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### Assessments

#### **Formative:**

- Class notes
- Do Now Activity
- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Voicethread

#### **Summative:**

- Unit Oral/Written Assessment, Mardi Gras Celebration

#### **Benchmark:**

- 

#### **Alternative:**

- Webquest, Mardi Gras Celebration,

### Career Education

### 21st Century Skills

### Interdisciplinary Connections

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English Language Arts- W.9-10.4, SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.

Time Frame	15-20
Topic	
La Gastronomie française	
Essential Questions	
<ul style="list-style-type: none"><li>● What does a culture’s cuisine show about its values and ideals</li><li>● How does geography influence cuisine?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Cuisine is a product of cultural perspective.</li><li>● Geographical diversity contributes to regional cuisine</li></ul>	

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### Alignment to Standards

[NJSL- 7.1.IM.A.1-5; 7.1.IM.B.1.2.3.4.5; 7.1.IM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Concepts**

- Each region of France takes pride in regional specialties.
- Food preparation methods differ in France.
- France has a diverse geography.

#### **Skills**

- Compare and contrast cuisine in France and the United States
- Describe a French and American kitchen.
- Identify various regions of France.
- Describe the diverse geography of France and regional characteristics.
- Explain how to cook a meal.
- Read about French and American travel and use Graphic organizers to summarize main ideas
- Venn Diagram to compare cultures o Journal entry describing past event o Webquest project
- Picture prompts speaking
- Blog writing

### Assessments

#### **Formative:**

- Homework assessment
- Teacher observation
- Class participation
- Do Now Activity
- Exit Ticket
- Journal Entries
- Class blog
- Quizlet
- Google voice

#### **Summative:**

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- Unit Oral and Written Assessment

### **Benchmark:**

- Final Skills (Oral/Written) & Culture Content Benchmark assessment.

### **Alternative:**

- Podcast cooking video

### Career Education

CRP4,CRP3-Students will communicate clearly and effectively with reason when creating their podcast cooking production for their peers to review. Students will also attend to personal health and well being when preparing their French and American cuisine for their peers to sample.

### 21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures with a focus on the culinary arts.

### Interdisciplinary Connections

English Language Arts- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom

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- discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google slides to synthesize and present information.
- Students will access Youtube to view culinary videos of French cuisine.

## Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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