

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGE DEPARTMENT

FRENCH 2

Grade Level: 9-10

Credits: 5.00

**BOARD OF EDUCATION ADOPTION DATE:
AUGUST 27, 2018**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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FRENCH 2

COURSE PHILOSOPHY

As members of a technology-driven global society, students gain a deeper perspective of the world through the study of other languages and cultures. Through this study, students are able to make connections and comparisons between languages and cultures. World language study cultivates global literacy and prepares students to meet complex modern challenges. These skills will be crucial in navigating and pursuing career objectives in the world today. In this course, students engage in meaningful written and spoken communication at the novice-high level progressing to the intermediate-low level. Students will apply language skills and concepts to analyze and communicate about interdisciplinary topics in French. The intermediate level of language study cultivates an awareness that language and culture are interrelated, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

In French 2, students will continue developing language skills and proficiency. Students will learn the two forms of the past tense that will allow them to narrate familiar topics and new themes including health, leisure time activities, and technology use. In French 2 students will be able to tell others about their experiences within various cultural contexts and other themes. Students will analyze authentic materials to deepen their understanding of cultures and analyze social and cultural behaviors to make connections across cultures.

COURSE SUMMARY

COURSE GOALS (5Cs - Communication, Culture, Connections, Comparisons, Communities)

CG1: Students will communicate ideas at the intermediate-low level of proficiency through speaking, writing, listening, and reading on a variety of topics.
CG2: Students will analyze authentic materials to deepen their understanding of cultures and connections.
CG3: Students will analyze social and cultural behaviors to make connections across cultures.

COURSE ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: Application of basic grammar rules is vital to clear communication.

CEQ1: Why does grammar matter?

CEU2: Interpretation of culturally authentic sources leads to more natural language usage.

CEQ2: What constitutes a social belief, and how is it determined by culture?

CEU3: Analysis of culture and language leads to a better understanding and appreciation for one's own culture and that of others.

CEQ3: What is culture, and is it a necessary component of communication?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	SUGGESTED PACING
Unit 1: <i>La Vie Personnelle</i>	Students will compare and contrast the typical home, family, and daily life activities from francophone and American perspectives.	21 Sessions
Unit 2: <i>Les Loisirs Culturelles</i>	Students will describe various forms of art including film, music, theater, painting, and architecture as well as express preferences.	21 Sessions
Unit 3: <i>Les Traditions Culinaires</i>	Students will describe typical meals served during common celebrations and demonstrate how to prepare one of those dishes.	21 Sessions
Unit 4: <i>En Voyage</i>	Students will describe travel options to two different francophone destinations.	21 Sessions
Unit 5: <i>La Technologie</i>	Students will describe the role of technology and its evolution over time in American and French cultures.	21 Sessions
Unit 6: <i>La Santé</i>	Students will describe how personal choices and healthy habits influence a healthy life and will compare and contrast the habits of typical francophone teenagers to that of Americans.	21 Sessions

FRENCH 2**UNIT 1: La Vie Personnelle****SUGGESTED PACING: 21 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will compare and contrast typical home, family, and daily life activities from francophone and American perspectives.

ENDURING UNDERSTANDINGS

CEU1: Application of basic grammar rules is vital to clear communication.

EU1: The role of family is universal among cultures.

ESSENTIAL QUESTIONS

CEQ1: Why does grammar matter?

EQ2: To what extent is the role of family universal among cultures?

UNIT LEARNING SCALE:

4 In addition to score 3 performances, the student can use the information in sentences that are more complex and/or can aid other students to increase their level of performance.

3 Students can:

- Compare and contrast common daily activities of francophone and American teenagers in writing and speaking;
- Compare and contrast school activities of francophone and American teenagers in writing and speaking;
- Express likes and dislikes in writing and speaking;
- Describe family and friends in writing and speaking;
- Describe daily activities;
- Infer meaning of written and spoken language when reading and speaking;
- Use target vocabulary and grammar structures when writing and speaking.

2 Student can:

- Identify target vocabulary when reading and listening;
- Identify familiar written and spoken words and phrases when reading and listening;
- Identify grammar structures when reading and listening.

1 The learner needs help to reach the objectives in level 2.

0 Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 CEU 1, EU 1 CEQ 1, EQ 1 7.1.NH.A.4 7.1.NH.B.1 7.1.NH.C.2 7.1.NH.C.3 RST.9-10.4 WHST.9-10.4 DOK 3</p>	<p>Option 1: Students will create a presentation comparing and contrasting their home, family, and daily life activities with that of a francophone teenager. Students may choose to create a digital book, a website, picture book, puppet show or video. Students will also identify similarities and differences between their own interest and those of a typical French teenager.</p> <p>Part 1: Students will submit a written version of their work prior to creating the final product.</p> <p>Part 2: Students create their project using a format of their choice.</p> <p>Part 3: Students present their project to the class in the target language.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• <i>Qui sont les membres de votre famille?</i>• <i>Comment est votre maison ou appartement?</i>• <i>Quels sont vos activités loisirs?</i>• <i>Décrivez vos amis.</i>• <i>Décrivez votre vie scolaire.</i>
<p>LG 1 CEU 1, EU 1 CEQ 1, EQ 1 7.1.NH.A.1 7.1.NH.A.4 7.1.NH.B.1 RST.9-10.4 WHST.9-10.4 DOK 3</p>	<p>Option 2: Students will create and present a dialogue between an American and a francophone teenager. The dialogue will include questions and answers that compare and contrast their homes, families, and daily life activities. Students will prepare supporting visuals for their dialogues using a digital presentation tool of their choice. The digital presentation may only contain images to support the dialogues.</p> <p>Part 1: Students create and submit a written version of their dialogues prior to the presentation.</p> <p>Part 2: Students prepare the supporting visuals.</p> <p>Part 3: Students perform their dialogues.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• <i>Qui sont les membres de ta famille?</i>• <i>Comment est ta maison ou appartement?</i>• <i>Quels sont tes activités loisirs?</i>• <i>Décrivez tes amis.</i>• <i>Décrivez ta vie scolaire.</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Vocabulary of: Personality traits, Occupations , The home, School Friends and Family; Likes and Dislikes; Unit Specific regular -ER, -IR, -RE verbs; reflexive verbs <i>Etre, avoir, aller, faire</i>; Possessive adjectives and adjective agreement.</p>	<p>Identify target vocabulary and grammar structures in simple phrases. (DOK1)</p> <p>Determine the main idea from authentic text, audio and spoken sources (DOK 2)</p> <p>Make inferences about the meaning of some unfamiliar words and phrases when reading or listening to authentic materials. (DOK 2)</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
<p>Vocabulary of people and personal characteristics.</p>	<p>Identify people, places, objects, and activities in daily life when reading and listening to authentic sources (DOK 2)</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>
<p>Vocabulary about daily routines and activities.</p>	<p>Make inferences of unfamiliar words when reading or listening to authentic materials. (DOK2)</p>	<p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p>
<p>Verb <i>aimer preferer et</i>; adjective agreement.</p>	<p>Describe likes and dislikes in written and spoken forms using newly learned content vocabulary (DOK 2)</p>	<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>
<p>Use the verb <i>etre</i> and adjective agreement; -ER, -IR, -RE verbs.</p>	<p>Apply vocabulary and grammar structures to give and follow simple directions in a classroom setting related to daily tasks and activities (DOK 3)</p>	<p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p>
<p>Vocabulary of the home, family and school; -ER, -IR, -RE verbs.</p>	<p>Write short messages and scripts about daily life and activities in the appropriate register. (DOK 4)</p> <p>Create and perform original skits and presentations to compare and contrast their life to that of a French teenager. (DOK 4)</p>	<p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>
<p>Vocabulary of home, family, school; Verb <i>avoir</i>;</p>	<p>Describe themselves, friends, family, their home and school in writing and speaking. (DOK 2)</p>	<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>

Possessive adjectives.		
Vocabulary of people and position.	Interpret oral or written descriptions of people, places, daily life and activities. (DOK 2)	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
Vocabulary of home, family, school; Verb <i>avoir</i> ; Possessive adjectives.	Describe themselves, friends, family, their home and school in writing and speaking. (DOK 2)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

NJSLS Career Readiness and Preparation and Educational Technology
NJSLS Career Ready Practices
NJSLS 9.2 Career Awareness, Exploration & Preparation
NJSLS 8.1 Educational Technology

SUPPORTING RESOURCES
Appendix A: Accommodations and Modifications for Various Student Populations
Appendix B: Assessment Evidence
Appendix C: Interdisciplinary Connections

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe various forms of art including film, music, theater, painting, and architecture and express preferences.

ENDURING UNDERSTANDINGS

CEU1: Application of grammar rules is vital to clear communication.

EU1: The artistic products of a society are a reflection of its culture.

ESSENTIAL QUESTIONS

CEQ1: Why does grammar matter?

EQ1: Are artistic products of a society a reflection of its culture?

UNIT LEARNING SCALE

4 In addition to a score 3 performance, student will be able to synthesize the content from level three and use the information in more complex sentences and will be able to recount a story about air travel including info from level 3.

- 3 Students can:
- Describe various forms of art;
 - Express preferences;
 - Use both forms of the verb “to know” in French accurately: *savoir* and *connaître*;
 - Describe famous French artists and their products in films, music, architecture and paintings;
 - Explain the planning process to attend an event at art event, movie or show in writing and speaking;
 - Explain the difference between artistic genres in writing and speaking;
 - Express preferences about films, music, theater, painting, and architecture in writing and speaking;
 - Describe artistic products including film, music, theater, painting, and architecture in writing and speaking;
 - Critique an artistic product including film, music, theater, painting, and architecture in writing and speaking.

- 2 Students can:
- Identify both forms of the verb “to know” in French accurately: *savoir* and *connaître*;
 - Identify famous French art products including films, music, architecture and paintings;
 - List the steps needed when planning to attend an art event, movie or show;
 - List the difference between art genres;
 - Identify pronouns in French;
 - Identify grammar structures to describe preferences.

1	The learner needs help to reach the objectives in level 2.
0	Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, CEQ1 EU1, EQ1 7.1.NH.A.1, 3 7.1.NH.B.4 7.1.NH.C.2, 3 RST.9-10.4 WHST.9-10.4, 9 DOK 3	<p>Option 1: Students will work in pairs to create a critique of a film, painting, museum exhibit, song, or a French work of art of their choice.</p> <p>Part 1: Research and select a French work of art to analyze and obtain approval from the instructor.</p> <p>Part 2: Students will write a critique of their approved selection. In the critique, students will identify the genre of the work of art, the title, the name of author, the date created, and a description of the work of art. Students must include a reason why they selected the work of art and at least four reasons why they like it or dislike it.</p> <p>Part 3: Students present their critique. Students create a multimedia presentation including images and audio as appropriate. Presenting students will identify the genre of the work of art, the title, the name of author, the date created, and a description of the work of art. Students must include a reason why they selected the work of art and at least four reasons why they like it or dislike it. After the presentation, the presenting group will engage the audience about their opinions with prepared questions.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>C'est quel genre de film, de peinture, etc.?</i> • <i>Où se trouve cet oeuvre?</i> • <i>Pourquoi aimez-vous ce tableau ce film, ce musée, etc.?</i> • <i>Qui est le créateur? Qui sont les acteurs, actrices etc.?</i> • <i>Quel est ton opinion de cet oeuvre?</i> • <i>C'est de quelle origine?</i> • <i>Qu'est-ce qu'on peut apprendre de cet oeuvre?</i>
LG1 CEU1, CEQ1 EU1, EQ1 7.1.NH.A.1, 3 7.1.NH.B.4 7.1.NH.C.2, 3 RST.9-10.4 WHST.9-10.4, 9	<p>Option 2: Students will create an advertisement for a French film, museum exhibit, theatrical performance or concert. The ad will include the name of the event, performers or artists, location, time, admittance price and description of the event and a “hook” to invite the audience to attend the event. The advertisement may be in the form of a brochure, poster, digital poster or another format preferred by the student with instructor approval.</p> <p>Part 1: Students will submit a written version of their work prior to creating the final advertisement.</p> <p>Part 2: Students will create their advertisement and display it in the class.</p>

DOK 3	<p>Part 3: Students in the class will participate in a writing carousel to view all the advertisements and express if they would like to attend the event including a brief explanation why.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>C'est disponible quand le spectacle?</i> • <i>C'est qui en vedette?</i> • <i>C'est quel genre?</i> • <i>Ca te dit d'aller voir ce spectacle?</i> • <i>Pourquoi aimez-vous ce film, musée ou exposition?</i> • <i>C'est de quelle origine?</i>
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TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Vocabulary various forms of art including film, music, theater, painting, and architecture; Verbs <i>Savoir VS connaitre</i> .	Identify common French leisure activities in connection to various forms of art including film, music, theater, painting, and architecture (DOK 1)	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
Verbs <i>vouloir</i> and <i>pouvoir</i> ; Interrogative adjectives; Verb <i>préférer</i> ; Vocabulary about various forms of art including film, music, theater, painting, and architecture.	Recognize question words (DOK 1) Ask questions about attending to cultural events (DOK 3) Engage in conversations about attending to cultural events explain (DOK 3) Perform dialogues and skits about attending cultural events (DOK 3)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
Vocabulary about various forms of art including film, music, theater, painting, and architecture; Verbs <i>savoir VS connaitre</i> ; Descriptive adjectives and -ER, -IR, -RE verbs.	Identify and interpret key information from authentic text, video or audio to explain the characteristics of different cultural events (DOK 2) Analyze French cultural perspectives and practices through French films such as <i>“Les choristes”</i> , <i>“Entre les Murs”</i> and <i>“Paris Je t’aime”</i> (DOK 3)	RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Vocabulary about various forms of art including film, music, theater, painting, and architecture; <i>savoir VS connaître</i> ; Descriptive adjectives; -ER, -IR, -RE verbs.	Interpret key data from either a text or video to explain the cultural event in English (DOK 2) Analyze French perspectives and cultural practices through French films such as “ <i>Les choristes</i> ,” “ <i>Entre les Murs</i> ” and “ <i>Paris Je t’aime</i> ” (DOK 3)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
Vocabulary about various forms of art including film, music, theater, painting, and architecture; Verb <i>préférer</i> .	Engage in dialogues and conversations in the target language using digital tools such as, but not limited to, blogs, chats and texts about various forms of art including film, music, theater, painting, and architecture (DOK 3)	7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
Verbs <i>savoir/connaître</i> ; Vocabulary about various forms of art including film, music, theater, painting, and architecture.	Create and present skits, stories and comic strips about French cultural products and experiences. (DOK 4)	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
Genres of art; Direct Objects; Adjectives to describe events; Vocabulary about various forms of art including film, music, theater, painting, and architecture.	Identify and describe famous French artists and their products in writing (DOK 2)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.
Genres of art; Direct Objects; Adjectives to describe events; Verbs <i>savoir/connaître</i> ; Verb <i>préférer</i> ; Vocabulary about various forms of art including film, music, theater, painting, and architecture.	Create written text including summaries, scripts for dialogues and skits, stories and comic strips about French artistic products and cultural experiences. (DOK 4)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS Career Readiness and Preparation and Educational Technology

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[NJSLS 9.2 Career Awareness, Exploration & Preparation](#)

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SUPPORTING RESOURCES

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FRENCH 2**UNIT 3: *Les Traditions Culinaires*****SUGGESTED PACING: 21 SESSIONS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will compare and contrast traditional culinary traditions in France and in the United States, and will explain how to prepare a typical French dish.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Application of basic grammar rules is vital to clear communication.

CEQ1: Why does grammar matter?

EU1: French cuisine is considered a form of art in French culture and it varies across regions of France and the world.

EQ1: Is cooking an art, and who decides?

EU2: Culinary traditions and eating habits are influenced by geography and society.

EQ2: What influences culinary traditions and what defines healthy nutrition?

UNIT LEARNING SCALE

4 Student will be able to synthesize the content from level three and use the information in more complex sentences and will be able to use more complex expressions with the past tense.

3 Students can:

- Describe the role of gastronomy in French Culture;
- Compare and contrast typical French and American typical foods in writing and speaking ;
- Compare and contrast typical French and American eating habits in writing and speaking;
- Compare and contrast French and American school lunches in writing and speaking;
- Describe typical meals from various regions of France and their ingredients in writing and speaking ;
- Explain how to prepare a recipe in French in speaking and writing in writing and speaking;
- Describe geographic characteristics of various French regions;
- Use the compound past tense, *passé composé*, in speaking and writing.

2 Student is able to:

- List and identify common verbs used in cooking when reading and listening;

	<ul style="list-style-type: none"> List and identify tools and utensils for cooking when reading and listening; List and identify French regions; List and identify geographic features; Identify actions in the past tense.
1	The learner needs help to reach the objectives in level 2.
0	Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1, EU 1 CEQ 1, EQ 1 7.1.NH.A.1, 3, 4, 8 7.1.NH.B.5 7.1.NH.C.1, 2 RST.9-10.4, 9 WHST.9-10. 4 DOK 3	<p>Option 1: Students will create a skit to explain how to prepare a traditional French dish from a specific region. Students will describe the typical dish including the name of the dish, the ingredients, and where and when is typically served. In addition, students will identify and describe the French region where the dish is from including the name of the regions and its location on the map of France. Lastly, students will create a presentation to explain how to prepare the typical dish.</p> <p>Part 1: Students will identify a dish they wish to research and develop their project. Students complete and submit a written script of their presentation including a description of the dish and a description of the French region where it is from and the step-by-step explanation of how to prepare the dish.</p> <p>Part 2: Students create a presentation to describe their dish, the French region where it is from and a step-by-step explanation of how to prepare the dish. The students may use a slide show with visual aids or video to support their presentation.</p> <p>Part 3: Students present their video or slide show.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <i>Comment s'appelle le plat?</i> <i>C'est pour le petit déjeuner, le déjeuner, ou le dîner, ou c'est un hors d'oeuvre?</i> <i>Quels sont les ingrédients et les quantités que vous avez utilisées?</i> <i>D'où vient ce plat / cette recette?</i> <i>Quels sont les utiles qu'on utilise?</i> <i>Quels sont les procédures nécessaires? Par exemple, prenez un bol, remuez, etc.</i>

<p>LG 1 CEU 1, EU 1 CEQ 1, EQ 1 7.1.NH.A.1, 3, 4, 8 7.1.NH.B.5 7.1.NH.C.1, 2 RST.9-10.4, 9 WHST.9-10.4 DOK 3</p>	<p>Option 2: Students will work in pairs to create a skit depicting the dialogue between a francophone and an American teenager. In their dialogue, students will compare and contrast traditional culinary traditions in France and in the United States and describe their favorite traditional dish to one another. Students will include a description of what they eat during the day at home and school and will identify a favorite traditional dish. Students will include a description of their favorite traditional dish identifying ingredients, where it is from, and when it is served. Lastly, students will explain how to prepare their favorite traditional dish.</p> <p>Part 1: Students create a written script of their skit including the required components. Students define the context where the dialogue takes place (i.e: Conversation between an American student a French foreign exchange student in the school cafeteria).</p> <p>Part 2: Students create a multimedia presentation including images and audio as appropriate to support their skit. Images may include maps, and images of foods and other ingredients.</p> <p>Part 3: Students present their skits to the class in the target language.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Quels sont les différences entre le déjeuner français et le déjeuner américain?</i> • <i>Quels sont les ingrédients en France et aux Etats Unis au déjeuner?</i> • <i>Combien de temps est-ce qu'on a pour manger le petit déjeuner?</i> • <i>Où est-ce qu'on mange le déjeuner normalement?</i>
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TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Perfect tense (<i>Passe compose</i>) of regular -ER, -IR, -RE verbs; Perfect tense (<i>Passe compose</i>) of irregular past participles.</p>	<p>Compare and contrast how the past tense is formed in French and how it is formed in English. (DOK 2)</p>	<p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p>
<p>Perfect tense (<i>Passe compose</i>) of regular -ER, -IR, -RE verbs; Perfect tense (<i>Passe compose</i>) of irregular past participles; Indirect object pronouns <i>me, te, nous, vous</i>; Indirect object pronouns <i>lui, leur</i>.</p>	<p>Create and perform dialogues and skits on variety of familiar topics and/or topics studied in other content areas. (DOK 3).</p>	<p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>

Vocabulary about food preparation and recipes; Imperative tense.	Create presentations to describe food preparation using unit vocabulary and imperative forms of verbs. (DOK 4)	7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Vocabulary dealing with food preparation and recipes; Perfect tense (Passe compose) of regular -ER, -IR, -RE verbs; Perfect tense (Passe compose) of irregular past participles; Indirect object pronouns <i>me, te, nous, vous</i> ; Indirect object pronouns <i>lui, leur</i> ;	Interpret key data and main ideas from either a text or video to explain the cultural event in English (DOK 2)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
Vocabulary about food preparation and recipes.	Analyze French perspectives and cultural practices through French films such as <i>Haute Cuisine</i> or <i>Le Chef</i> (DOK 3) Interpret oral or written descriptions of French meals and cultural practices related to food. (DOK 2, DOK 3)	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
Vocabulary about food preparation and recipes.	Identify target vocabulary and grammar structures in simple phrases. (DOK 2)	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
Perfect tense (Passe compose) of regular -ER, -IR, -RE verbs; Perfect tense (Passe compose) of irregular past participles; Indirect object pronouns <i>me, te, nous, vous</i> ; Indirect object pronouns <i>lui, leur</i> .	Create and present short plays, or role-plays using familiar vocabulary orally or in writing about culinary traditions and typical foods. (DOK 4)	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
Vocabulary dealing with food preparation and recipes; Perfect tense (Passe compose) of regular -ER, -IR, -RE verbs;	Interpret key information and main ideas from either text or video to explain the cultural events and practices. (DOK 2)	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .

Perfect tense (Passe compose) of irregular past participles; Indirect object pronouns <i>me, te, nous, vous</i> ; Indirect object pronouns <i>lui, leur</i> .		
Vocabulary dealing with food preparation and recipes.	Analyze French perspectives and cultural practices through French films such as <i>Haute Cuisine</i> or <i>Le Chef</i> (DOK 3) Interpret oral or written descriptions of French meals and cultural practices related to food. (DOK 2, DOK 3)	RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Vocabulary dealing with food preparation and recipes; Imperative mood.	Create presentations to describe food preparation using unit vocabulary and imperative forms of verbs. (DOK 4)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS Career Readiness and Preparation and Educational Technology
NJSLS Career Ready Practices
NJSLS 9.2 Career Awareness, Exploration & Preparation
NJSLS 8.1 Educational Technology

SUPPORTING RESOURCES
Appendix A: Accommodations and Modifications for Various Student Populations
Appendix B: Assessment Evidence
Appendix C: Interdisciplinary Connections

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe travel options and plan a vacation to a francophone destination of their choice.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Application of basic grammar rules is vital to clear communication.	CEQ1: Why does grammar matter?
EU1: Cultural influences create differences in travel options and experiences.	EQ2: How do cultural perspectives and practices affect travel decisions?
EU2: The francophone world is vast and diverse.	EQ3: Which countries and regions constitute the French speaking world?

UNIT LEARNING SCALE

4	Student will be able to synthesize the content from level three and use the information in more complex sentences and will be able to compare and contrast the habits of Americans to those of French people.
3	Student will: <ul style="list-style-type: none"> • Explain travel habits of French people; • Express past actions in speaking and writing; • Use vocabulary about modes of transportation in complete sentences in writing and speaking; • Use the past tense in descriptions and settings; • Express actions using the <i>passé composé</i> including previously studied irregular forms; • Use pronouns and place them in appropriate syntax; • Use the same verbs in the <i>passé composé</i> to demonstrate my understanding of the nuance of storytelling; • Explain the differences between old modes of transportation modern ones.
2	Student is able to: <ul style="list-style-type: none"> • List, identify, and express vocabulary about traveling needs; • List, and express the different kinds of transportation; • List an express transportation vocabulary in writing and speaking form; • Recognize and use the <i>passé composé</i>.

1	The learner needs help to reach the objectives in level 2.
0	Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1, EU 1, 2 CEQ 1, EQ 1, 2 7.1.IL.A.3, 8 7.1.NH.B.3 7.1.NH.C.2 RST.9-10.4, 9 WHST.9-10.4 DOK 4	<p>Option 1: Students will work in pairs to create a skit about planning a vacation to a francophone destination. Students will play the role of a francophone travel agent and an American tourist. The tourist, with the assistance of the travel agent will plan a vacation to a francophone vacation destination of their choice.</p> <p>Part 1: Students will create a digital advertisement highlighting at least 3 francophone destinations. The digital advertisement must include the name of the destinations, location on the map, three touristic attractions, three activities to do, three restaurants, transportation options, three hotels and pricing.</p> <p>Part 2: Based on the digital advertisement, students will create the skit.</p> <p>Part 3: Students will present their skit to the class. The presenting group will engage classmates in the audience about their destination options with prepared questions on the topic.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Quels sont les destinations francophones pour aller en vacances?</i> • <i>Quels sont les transports pour y aller?</i> • <i>Quelles villes as-tu visitées?</i> • <i>Quels pays as-tu visité?</i> • <i>Qui a voyagé avec toi?</i>
LG 1 CEU 1, EU 1, 2 CEQ 1, EQ 1, 2 7.1.IL.A.3, 8 7.1.NH.B.3 7.1.NH.C.2 RST.9-10.4, 9 WHST.9-10.4	<p>Option 2: Students will work in pairs to create a skit about a summer vacation to a francophone destination. Students will create and present a dialogue in which two friends meet after summer break and share their vacation memories. Both students will share what region of France they visited, three attractions they visited, three activities they did while visiting the region, three restaurants they visited, and explain how much the trip cost. Students will create a multimedia presentation with visuals of the Francophone region to accompany the dialogue. Students will also hand in a written copy of the dialogue.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Où est-ce que tu es allé(e)?</i> • <i>Comment est-ce que tu y es allé(e)?</i> • <i>Qu'est-ce que tu as fait?</i>

DOK 4	<ul style="list-style-type: none"> • <i>Qu'est-ce que tu as mangé?</i> • <i>Quelles villes est-ce que tu as visitées?</i> • <i>Combien de temps est-ce que tu y es resté(e)?</i> • <i>Qui a voyagé avec toi?</i>
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TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Vocabulary about Traveling, Geography, Regions of France; Past tense: Passé composé avec être; Prepositions; Object pronouns.	Students will identify and compare French customs involved in planning and talking trips. (DOK 2)	7.1.IL.A.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.
Past tense: <i>Passé composé avec être</i> ; Prepositions; Object pronouns.	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and phrases in the past tense. Students will focus on the structure of the passé composé vs. English past tense.(DOK 3)	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Vocabulary about Traveling, Geography, Regions of France; Past tense: Passé composé avec être; Prepositions; Object pronouns.	Engage in short conversations applying target vocabulary and grammar to describe taking a trip in the past tense. (DOK 4)	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Vocabulary about Traveling, Geography, Regions of France; Past tense: Passé composé avec être;	Create a dialogue, story or comic strip about a past trips. (DOK 4)	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Prepositions; Object pronouns.		
Vocabulary about Traveling, Geography, Regions of France; Past tense: Passé composé avec être; Prepositions; Object pronouns.	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and phrases in the past tense. Students will focus on the structure of the passé composé vs. English past tense.(DOK 3)	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
Vocabulary about Traveling, Geography, Regions of France; Past tense: Passé composé avec être; Prepositions; Object pronouns.	Create a dialogue, story or comic strip about a past trips. (DOK 4)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS Career Readiness and Preparation and Educational Technology

[NJSLS Career Ready Practices](#)

[NJSLS 9.2 Career Awareness, Exploration & Preparation](#)

[NJSLS 8.1 Educational Technology](#)

SUPPORTING RESOURCES

[Appendix A: Accommodations and Modifications for Various Student Populations](#)

[Appendix B: Assessment Evidence](#)

[Appendix C: Interdisciplinary Connections](#)

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe the role of technology and its evolution over time in American and French societies.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Application of basic grammar rules is vital to clear communication.	CEQ1: Why does grammar matter?
EU1: Technology has been advancing quickly and radically; French and American learners are adapting.	EQ1: What does it mean to learners’ ability to adapt when technology increases exponentially?
EU2: Technology offers new and dynamic options for organizing ideas, communicating, and managing time.	EQ2: To what extent does technology improve quality of life?

UNIT LEARNING SCALE

4	Student will be able to synthesize the content from level three and use the information in more complex sentences and will be able to compare technology my parents used to use with technology they use now.
3	Student will: <ul style="list-style-type: none"> • Describe what technology his/her parents used • Use vocabulary about telephones and communication in speaking and writing; • Use vocab to talk about social media and the internet in speaking and writing; • Express the different means of recording data; • Use comparative adjectives with the imperfect tense; • Use the imperfect tense to express what they did when they were younger; • Explain the difference between cell phones and public phones; • Interpret authentic text and audio.
2	Student is able to: <ul style="list-style-type: none"> • List, identify, and express vocabulary about technology in writing and speaking; • List and express various uses of a <i>portable</i>; • List an express messaging from both past and present items;

	<ul style="list-style-type: none"> Recognize and identify comparative adjectives in reading and writing; Recognize the imperfect tense.
1	The learner needs help to reach the objectives in level 2.
0	Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, CEQ1 EU1, EQ1 EU2, EQ2 7.1.IL.A.2 7.1.IL.B.1, 2 7.1.IL.C.4, 8 RST.9-10.4, 9 WHST.9-10.2, 4 DOK 3	<p>Option 1: Students will narrate a story about the role and uses of technology from their parents' perspective and explain how technology has evolved over time. Each narration will include a description of how people used to watch movies, communicate with others, and complete activities such as homework and shopping. The presenting group will engage classmates in the audience about their opinions with some prepared questions.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <i>Vous regardez les films comment? En Netflix? Streaming?</i> <i>Comment vous sauvegardez les devoirs aujourd'hui?</i> <i>Votre père avait-il un magnétoscope?</i> <i>Votre frère avait-il un lecteur DVD?</i> <i>Vos parents avaient-ils un téléphone à cadran?</i> <i>Vos parents avaient-ils un répondeur automatique?</i>
LG1 CEU1, CEQ1 EU1, EQ1 EU2, EQ2 7.1.IL.A.2 7.1.IL.B.1, 2 7.1.IL.C.4, 8 RST.9-10.4, 9 WHST.9-10.2, 4 DOK 3	<p>Option 2: Create a conversation between a young person and a grandparent who wants to use a new technology to complete a task. The young person will need to explain what the technology is, what it does and how to use it. The dialogue must include a comparison of how technology has evolved over time. The presenting group will engage classmates in the audience with some prepared questions.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <i>Comment ouvrir un réseau?</i> <i>Comment ça marche?</i> <i>Comment mettre ou changer un mot de passe?</i> <i>Comment allumer et éteindre le devis?</i> <i>Comment télécharger les applications?</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Affirmative and negative imperatives; Vocabulary about technology.	Interpret oral or written commands related to use of technology. (DOK 2)	7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
Vocabulary and structure related to using technology; the imperfect past	Identify target vocabulary and grammar structures in relevant contexts. (DOK 1) Determine the main idea from authentic text, audio, and spoken sources, and infer the meaning of some unfamiliar words and phrases. (DOK 2, 3)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
Affirmative and negative commands Vocabulary and structure related to using technology	Give oral and written instruction related to the use of technology through interactive speaking activities. (DOK 4)	7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
The imperfective past of regular and common irregular verbs	Describe situations that were taking place in the past in written and oral activities. (DOK 2, 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
Affirmative and negative commands Vocabulary and structure related to using technology	Give oral and written instruction related to the use of technology through interactive speaking activities. (DOK 4)	WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Vocabulary and structure related to using technology; the imperfect past	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and phrases focusing on the construction the past tense in English and French. (DOK 3)	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
Vocabulary and structure related to using technology; the imperfect past	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are

	phrases focusing on the construction the past tense in English and French. (DOK 3)	used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
The imperfective past of regular and common irregular verbs	Describe situations that were taking place in the past in written and oral activities. (DOK 2, 3)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS Career Readiness and Preparation and Educational Technology
NJSLS Career Ready Practices
NJSLS 9.2 Career Awareness, Exploration & Preparation
NJSLS 8.1 Educational Technology

SUPPORTING RESOURCES
Appendix A: Accommodations and Modifications for Various Student Populations
Appendix B: Assessment Evidence
Appendix C: Interdisciplinary Connections

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will describe how personal choices and healthy habits influence a healthy life and will compare and contrast the habits of typical francophone teenagers to that of Americans.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Application of basic grammar rules is vital to clear communication.

CEQ1: Why does grammar matter?

EU1: Daily choices influence a healthy lifestyle.

EQ1: How do you determine what a healthy lifestyle is?

EU2: Cultural perspectives influence health practices and outcomes.

EQ2: How is culture reflected in healthcare?

UNIT LEARNING SCALE

4	Student will be able to synthesize the content from level three and use the information in more complex sentences and will be able to recount a story in the past using new information from level three.
3	<p>Student will be:</p> <ul style="list-style-type: none"> • Describe healthy habits in speaking and writing; • Describe the habits of a typical francophone and American teenagers and determine their impact on their health; • Compare and contrast the habits of typical francophone teenagers to that of Americans; • Describe healthy foods; • Describe healthy habits; • Define healthy life; • Describe cause and effect in speaking and writing; • Use pronouns accurately; • Describe common illnesses.
2	<p>Student is able to:</p> <ul style="list-style-type: none"> • List, identify healthy foods and habits; • List, and express treatment options for common illnesses; • Recognize vocabulary about health, habits, and foods;

1	The learner needs help to reach the objectives in level 2.
0	Even with assistance, the learner is unable to reach the objectives in level 2.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU1, CEQ1 EU1, EQ1 EU2, EQ2 7.1.IL.A.1, 4, 7, 8 7.1.IL.B.4 7.1.IL.C.5 RST.9-10.4 WHST.9-10.2, 4 DOK 3	<p>Option 1 :</p> <p>Students will create a skit to describe how personal choices and healthy habits influence a healthy life and will compare and contrast the habits of typical francophone teenagers to that of Americans. The context of the skit of the following: An American student studying abroad in France is not feeling well and goes to a French doctor. The student will describe his/her symptoms, his/her daily routine over the past year and general health habits. The doctor will give directions on how to improve the patient’s health, by changing personal choices and identifying healthy habits from the French perspective.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Comment tu te sentais cette semaine?</i> • <i>Quels sont tes symptômes?</i> • <i>Décrivez vos activités quotidiennes du passé récent.</i> • <i>Quels sont les symptômes des maladies quotidiennes?</i> • <i>Comment s’adresser dans un cabinet médicale?</i> • <i>Comment marche le système médicale en France?</i>
	<p>Option 2:</p> <p>Students will create a “Ted Talk” style presentation to explain the importance of personal choices and their effect on health. The students describe how personal choices and healthy habits influence a healthy life and will compare and contrast the habits of typical francophone teenagers to that of Americans. In the presentation, students will include a description of the foods American and francophone teenagers eat and a comparison of typical daily routines. The presentation will conclude with a description of positive choices and healthy habits.</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Vocabulary related to the body, health and well-being.	Determine the main idea and make inferences of unfamiliar words when reading or listening to authentic materials, articles and/or surveys in publications geared towards adolescents regarding health practices in France and the United States. (DOK 2, 3)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
Contrast the imperfect tense with the passe compose	Describe a past memory using the imperfect tense and the passe compose tense (ie: a past illness) (DOK 2)	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
Vocabulary related to health and well-being.	Make inferences of unfamiliar words when reading or listening to authentic materials (DOK 2)	7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
Passe compose of reflexive verbs.	Students will conduct interviews and/or surveys dealing with their daily routines and well being practices. (DOK 3)	7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Vocabulary related to the body, health and well-being practices. Reflexive verbs Imperfect tense Passe compose	Create and present a skit about healthy lifestyle choices in France and the United States. (DOK 4)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
Vocabulary related to the body, health and well-being practices. Reflexive verbs Imperfect tense Passe compose	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and phrases. (DOK 2, 3)	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
Vocabulary related to the body, health and well-being practices; Reflexive verbs;	Determine the main idea from authentic text, audio and spoken sources, and infer the meaning of some unfamiliar words and phrases. (DOK 2, 3)	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .

Imperfect tense; Passe compose.		
Vocabulary related to the body, health and well-being practices.	Determine the main idea and make inferences of unfamiliar words when reading or listening to authentic materials, articles and/or surveys in publications geared towards adolescents regarding health practices in France and the United States. (DOK 2, 3)	RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts
Contrast the imperfect tense with the passe compose.	Describe a past memory using the imperfect tense and the passe compose tense (i.e.: a past illness) (DOK 2)	WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Contrast the imperfect tense with the passe compose.	Describe a past memory using the imperfect tense and the passe compose tense (i.e.: a past illness) (DOK 2)	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SUPPORTING RESOURCES
Appendix A: Accommodations and Modifications for Various Student Populations
Appendix B: Assessment Evidence
Appendix C: Interdisciplinary Connections

NJSLS Career Readiness and Preparation and Educational Technology
NJSLS Career Ready Practices
NJSLS 9.2 Career Awareness, Exploration & Preparation
NJSLS 8.1 Educational Technology