French 2CP

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **Full Year**
Status: **Published**

BRIEF SUMMARY OF UNIT

Level 2 World Language courses, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to

In Level 2 World Language courses, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Beauty and Aesthetics: Exploring artistic expression, architecture, and aesthetic concepts.
- Contemporary Life: Analyzing daily life, travel, sports, and lifestyle choices.
- Families and Communities: Investigating societal structures, childhood, and global communities.
- Global Challenges: Addressing environmental, political, and socio-economic issues.
- Language and Culture: Note: This has replaced the former Personal and Public Identities theme, focusing on linguistics, customs, and the global reach of the target language.
- Science and Technology: Examining innovations, health care, and ethical questions

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice Low/Mid). The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously, read, write and engage in discussion on the topic(s) presented. As a result, pacing is not fixed to a specific timeline, but rather adapts to ensure students achieve true functional proficiency before moving forward.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

Revision Date: June 2026

STANDARDS

Standards for Mathematical Practice (2023)

MATH.K-12.1 Make sense of problems and persevere in solving them

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

Career Readiness, Life Literacies and Key Skills (2026)

9.3.IE.6-8.1 Explain and demonstrate content area-appropriate research process(es) to select relevant resources and primary/secondary sources that comprehensively address a prompt, question, task, or interest.

9.3.IU.6-8.1 Determine if, how and where to use information to construct an evidence-based response to a prompt, question or task.

9.4.KC.6-8.1 Develop and apply group norms to support collaboration, shared responsibility, and respectful interactions with peers.

9.4.CA.6-8.2 Reflect on one's identity and create connections between local and global cultures to further develop understanding, appreciation, and acceptance.

Computer Science, Innovation, and Society (2026)

8.3.DT.6-8.1 Determine appropriate digital tools, including emerging technologies such as AI, to complete a real-world task.

Interpretive Mode of Communication (IPRET)

Learners construct meaning from target language materials listened to, viewed, and/or read on topics in highly predictable and familiar contexts. Learners rely mostly on learned words and phrases and simple sentences with supports. Learners draw heavily on their own background and cultural knowledge. With the described language characteristics, learners develop:

Intercultural Competence (IC)

7.1.NH.IPRET.IC.1: With supports as needed, recognize some common cultural products and practices to begin to recognize cultural perspectives, iIdentify similarities and differences across students' own cultures and other cultures.

7.1.NH.IPRET.IC.2A: With supports as needed, connect some common, authentic, non-verbal practices to familiar situations across students' own cultures and other cultures.

7.1.NH.IPRET.IC.2B: With supports as needed, determine central idea of highly contextualized culturally authentic materials on familiar matters of global significance.

1. Identify similarities and differences across students' own cultures and other cultures.

Literacy (LIT)

7.1.NH.IPRET.LIT.3A: With supports as needed, demonstrate comprehension of familiar words and phrases in culturally authentic materials on familiar topics.

7.1.NH.IPRET.LIT.3B: With supports as needed, demonstrate comprehension of a series of aural, written, or signed commands, directions, and requests in familiar contexts.

7.1.NH.IPRET.LIT.3C: With supports as needed, determine the main idea or theme in culturally authentic materials on familiar topics.

7.1.NH.IPRET.LIT.4A: With supports as needed, infer meaning in some highly-contextualized unfamiliar language in culturally authentic materials on familiar topics, identify cognates by leveraging knowledge of other languages, use other text features to determine the meaning of unfamiliar language, begin to use context to determine meaning.

7.1.NH.IPRET.LIT.4B: With supports as needed, recognize the connection between the purpose of a text and aural, written, or signed forms in highly contextualized, familiar topics in culturally authentic materials.

7.1.NH.IPRET.LIT.5: With supports as needed, determine the purpose of simple culturally authentic materials on familiar topics.

Interpersonal Mode of Communication (IPERS)

Learners communicate with others through oral, written, signed, or alternative methods[1] in the target language on topics in highly predictable and familiar contexts. Learners use mostly simple sentences and learned phrases, but are unable to maintain sentence-level discourse during the course of the conversation. To communicate, learners rely on supports and draw heavily on their own background and cultural knowledge. Language will be influenced by patterns of other known languages and miscommunication can arise with

speakers or signers of the target language. Learners' accuracy is limited to familiar contexts; there will be inconsistent and limited accuracy beyond familiar contexts. There are attempts at correction, but they are not always successful. With the described language characteristics, learners develop:

Intercultural Competence (IC)

7.1.NH.IPERS.IC.1: With supports as needed, request and share information about cultural products and practices in familiar contexts.

A. Identify similarities and differences across students' own cultures and other cultures.

7.1.NH.IPERS.IC.2A: With supports as needed, reproduce a few culturally authentic non-verbal and verbal patterns in familiar interactions to demonstrate awareness of situational appropriateness in cultures.

7.1.NH.IPERS.IC.2B: With supports as needed, request and share information related to familiar matters of regional and global significance using simple formulaic questions and recombining phrases and simple sentences, examine matters in one's own region and in the target regions of the world.

Literacy (LIT)

7.1.NH.IPERS.LIT.3A: With supports as needed, exchange basic information on familiar topics using simple formulaic questions and recombining phrases and simple sentences.

7.1.NH.IPERS.LIT.3B: With supports as needed, express needs in familiar, routine situations by recombining phrases and simple sentences.

7.1.NH.IPERS.LIT.4: With supports as needed, communicate and react to how one feels using simple formulaic questions and recombining phrases and simple sentences.

7.1.NH.IPERS.LIT.5: With supports as needed, express and react to preferences in familiar social situations using simple formulaic questions and recombining phrases and simple sentences.

7.1.NH.IPERS.LIT.6: With supports as needed, express and react to opinions on familiar topics using simple formulaic questions and recombining phrases and simple sentences.

Presentational Mode of Communication (PRSNT)

Learners present through oral, written, signed, or alternative methods] in the target language to an audience on topics in highly predictable and familiar contexts. Learners use mostly simple sentences and learned phrases. To communicate, learners rely on supports and draw heavily on their own background and cultural knowledge. Language will be influenced by patterns of other known languages and miscommunication can arise with speakers or signers of the target language. Learners' accuracy is limited to familiar and rehearsed contexts; there will be inconsistent and limited accuracy beyond familiar contexts. There are attempts at correction, but they are not always successful. With the described language characteristics, learners develop:

Intercultural Competence (IC)

7.1.NH.PRSNT.IC.1: With supports as needed, provide information about familiar cultural products and practices.

A. Identify similarities and differences across students' own cultures and other cultures.

7.1.NH.PRSNT.IC.2A: With supports as needed, present with some culturally authentic behaviors and visuals.

7.1.NH.PRSNT.IC.2B: With supports as needed, provide information about familiar matters of regional or global significance by recombining phrases and simple sentences.

1. Identify similarities and differences across students' own cultures and other cultures.

Literacy (LIT)

7.1.NH.PRSNT.LIT.3: With supports as needed, recount and paraphrase brief messages on familiar topics from age- and level-appropriate, culturally authentic materials by recombining phrases and simple sentences.

7.1.NH.PRSNT.LIT.4A: With supports as needed, describe individual experiences and familiar events by recombining phrases and simple sentences.

7.1.NH.PRSNT.LIT.4B: With supports as needed, use language creatively to respond to prompts by recombining phrases and simple sentences.

7.1.NH.PRSNT.LIT.5: With supports as needed, present preferences and opinions on familiar topics by recombining phrases and simple sentences.

ESSENTIAL QUESTIONS

Overarching Essential Questions:

- How does my culture compare with cultures where the target language is spoken?
- How can I learn to see things from another culture's point of view?
- Why is having a culturally informed perspective important?
- What strategies can help me to understand what I am reading?
- What strategies can help me to understand when I am listening?
- What is my current proficiency level and how can I develop the skills to "level up"?

Essential questions related to the AP themes:

Theme: Families and Communities

- How is my community similar to and different from communities I am learning about in the target country?
- How is my family similar to and different from communities I am learning about in the target country?
- What are traditional family customs and values of the target culture and how do they compare with mine?

Theme: Contemporary Life

- What are the preferences of the target culture as related to entertainment, travel and leisure?
- How are lifestyles of my peers in the target culture (as related to entertainment, travel and leisure) similar to or different from mine?
- What are the customs and values of the target culture? How are they similar to and different from my own?

Theme: Language and Culture

- How can I be culturally sensitive toward others?
- How can I respect others' heritage?
- How can I promote inclusivity?

Theme: Global Challenges

- How is my immediate environment different than and similar to the environment of the target culture?
- What are some basic environmental issues challenges the target culture faces?

Theme: Beauty and Aesthetics

- How do the arts (music, architecture, visual arts, performing arts, fashion) reflect cultural perspectives?

Theme: Science and Technology

- How can technology help me to acquire a second language with fluency and confidence?

STUDENTS WILL KNOW / STUDENTS WILL BE SKILLED AT

- Students will know that it is important to be culturally sensitive.
- Students will know that learning about other cultures aids in understanding the importance of tolerance, inclusivity and respect.
- Students will know that increased proficiency in the interpretive mode is developed through reading and listening activities.
- Students will know that increased proficiency in the interpersonal mode is developed through spontaneous communication via speaking and listening activities.
- Students will know that increased proficiency in the presentational mode is developed through spontaneous communication via speaking and writing activities.
- Students will know that making comparisons between their own communities, families and customs and those of the target culture will enhance cultural awareness and understanding.
- Students will know that students will progress along the proficiency continuum at different rates,
- Students will know that it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level.

- Students will know that students will progress at different rates on the various modes of communication.
- Students will know that the Can Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency and can be used to gauge their present levels of proficiency.

- Students will be skilled at listening, speaking, reading and writing based on their current levels of proficiency with the goal of reaching proficiency targets for communication by the end of the course.
- Students will be skilled at listening and reading in the target language with the intent to understand.
- Students will be skilled at learning how to communicate in written and oral form at their own rate using skills they have acquired through discussions and readings.
- Students will be skilled at asking for clarification when the received message is unclear.
- Students will be skilled at developing reading comprehension skills through decoding, identification of main ideas, and use of context clues.
- Students will be skilled at developing listening comprehension through authentic, meaning-based and consistent exposure to the target language.
- Students will be skilled at written and oral production at varying levels based on ACTFL proficiency guidelines.
- Students will be skilled at engaging in situationally appropriate communication with increasing proficiency.
- Students will be skilled at making connections and comparisons between the target culture and their own.

LEARNING PLAN

Practices that promote (interpretive communication) LISTENING AND READING:

- Students are introduced to / continue to be exposed to and incorporate high frequency words such as: THERE IS/ARE, TO BE PLEASING/TO LIKE, TO BE, TO WANT, TO HAVE, TO GO, TO PUT, TO BE ABLE TO, TO GIVE, TO SAY, TO KNOW (something), TO SEE, TO GIVE) as they may come up naturally during class discussions. (Additional
- Comprehensible target language input (CI) is provided by the teacher through reading and listening on a consistent basis.
- To reinforce literacy skills, students receive reinforcement in the mechanics of decoding, reading for meaning and using context clues as their teacher leads them in reading and understanding various texts in the target language independently and/or as a class.
- Provide the following to help students to continue to develop literacy skills: short stories, news articles, embedded readings, excerpts from novels, basal text, rooted in high frequency vocabulary and expressions.

Practices that promote (presentational communication) STUDENT PRODUCTION of SPOKEN and WRITTEN language:

- Differentiate expectations for student output (in speaking and writing).
- Teach students to utilize charts and tables as references to assist students in visualizing and understanding correct verb usage and structure, as needed.
- Provide opportunities for students to narrate about own life, experiences, and events.
- Encourage and provide learning platforms for students to give preferences, opinions, and make persuasive arguments.
- Provide students with the vocabulary necessary to inform, describe, and explain and provide practice in opportunities to do so.
- Give opportunities for students to present to an in class and/or external audience orally and/or in writing
- Provide sentence starters or sentence frames to model the use of sentences with accuracy and clarity.

Practices that promote (interpersonal communication) SPONTANEOUS AND INTERACTIVE PRODUCTION of SPOKEN or WRITTEN language:

- Daily classroom routines are incorporated that reinforce student ability to use situationally appropriate vocabulary and expressions when responding to routinely asked questions and/or unit related questions.
- Personalize questions and model accuracy to support students when they are interacting / providing responses to questions posed.
- Facilitate class generated discussions and stories to personalize the learning process and encourage student to student interaction..
- Provide cues to help students see that their message may not be clear; include facial expressions, repetition of the message, follow up or clarifying questions, playing out the message or restating the message to indicate an obvious mistake, and pop-up grammar.
- Provide content that links to past learning and promotes reinforcement /. repetition.
- Encourage repeating, rephrasing, and clarifying to promote student ability to negotiate meaning until mutual understanding is achieved.
- Provide opportunities for students to engage in face-to-face conversation and practice using the target language via real world examples of communication in person and via technology-based tools.

Link to instructional resources folders for each language in this level can be accessed via this link:
https://drive.google.com/drive/folders/1pWIKClVCuFIZk9wtFJKfgr_-UcGlJkVS

Link to core book list:
https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

EVIDENCE / PERFORMANCE TASKS

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the

communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill. The following proficiency targets guide teachers and students in working to approach, meet and even exceed proficiency levels by the end of the course.

Proficiency Targets: NH

Interpretive Assessments are designed to measure STUDENT COMPREHENSION within LISTENING AND READING:

Students will interpret what they hear and read at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Presentational Assessments are designed to measure STUDENT PRODUCTION of SPOKEN and WRITTEN language (rehearsed)

Students will produce output (speaking and writing) at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Interpersonal Assessments are designed to measure SPONTANEOUS STUDENT PRODUCTION of SPOKEN or WRITTEN language (no preparation)

Students will produce output (speaking) and engage in conversation at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Grade reporting for World Language classes reflects each individual student's ability to demonstrate proficiency in the following areas: Interpretive Listening/Reading, Interpersonal speaking, Presentational Writing/Speaking, Participation and Performance. The amount of formative and summative experiences in using the language within each communicative mode is based on the number of years the student has studied the language with increased accountability for demonstration of development in the interpretive mode at the novice level and a systematic approach to accountability in all modes as the student progresses into the more advanced levels of instruction.

Because of the many layers of skills and proficiencies that are being acquired, and thus need to be assessed and evaluated, in our program assessments fall into two major categories:

Performance Assessment- is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment- is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

MATERIALS

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

The link that connects to district approved textbooks and resources utilized in this course can be found here: CORE BOOK LIST

Any resources, not included in the current Core Book list, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

SUGGESTED STRATEGIES FOR MODIFICATION

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing