

READINGTON PUBLIC SCHOOL DISTRICT

French Grade 7

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach that includes common beliefs. The French curriculum identifies the essential knowledge and skills that prepare students to communicate in French, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the French language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the French World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language instruction is to prepare learners to apply their skills and understandings measured by the standards and to bring global competence to students' future careers and experiences. In grades six through eight, students will focus on verbally communicating at the novice and novice-mid levels, as defined by the New Jersey Student Learning Standards. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational with the goal of meeting daily for at least 40 minutes of instruction in French. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native language speakers will refine pronunciation, develop their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades 6-8 so that all students will develop and maintain proficiency in English and at least one other language.

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures

Interact with cultural competence and understanding

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Comparison

Develop insight into the nature of language and culture in order to interact with cultural competence

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. RESOURCES

- [Model Curriculum](#)
- ACTFL Standards
- New Jersey Student Learning Standards

IV. GOALS

The goals of the curriculum include language to reflect the current educational landscape, including:

- New Jersey Student Learning Standards for World Languages
- 21st Century Life and Careers

Our curriculum is guided by the World-Readiness Standards for Learning Languages and provides students with the opportunity to:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world

Students will:

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

V. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. 7TH GRADE PACING GUIDE

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| <p><i>Unit 1 September</i></p> | <p>Unit 1: Ce Que J'ai Perdu (That Which I Lost)</p> <ul style="list-style-type: none"> ● Salutations and greetings review ● Numbers up to billion ● Application of numbers: dates and time ● Weather ● Expansion of classroom commands ● ER Verbs Review ● Expansion of ER verbs ● Expansion of classroom objects |
| <p><i>Unit 2 October-November</i></p> | <p>Unit 2: Ce Que J'apprends (That Which I Learn)</p> <ul style="list-style-type: none"> ● Review the verb FAIRE ● Expansion of idiomatic expressions with and talking about taking school subjects ● French school schedules ● Irregular verbs DEVOIR, POUVOIR and VOULOIR ● Question Words: Interrogative adverbs Where, When, How, etc. + Interrogative pronoun Who, What |
| <p><i>Unit 3 December-January</i></p> | <p>Unit 3: Ce Que Je Fais (That Which I Do)</p> <ul style="list-style-type: none"> ● School sports/games ● Likes and dislikes (Expanded) ● Adverbs of frequency and ability |

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| | <ul style="list-style-type: none"> • Regular -IR Verbs • Winter festivals of the Francophone World |
| <p><i>Unit 4</i> <i>February</i></p> | <p>Unit 4: Ce Que Je Suis (That Which I Am)</p> <ul style="list-style-type: none"> • The Verb ETRE + personality traits/physical descriptors • Agreement and disagreement with opinions • Family members • Possessive adjectives • Professions • Regular -RE verbs • Culture: Francophone families and relationships, in particular in La Suisse |
| <p><i>Unit 5</i> <i>March-April</i></p> | <p>Unit 5: Ce Que Je Me Sens (That Which I Feel)</p> <ul style="list-style-type: none"> • Idioms with AVOIR • Body parts • Basic wellness and illness • Food and meals • Irregular Prendre family (apprendre, comprendre) • Review of definite and indefinite article and expansion: the partitive article • Verb ETRE + emotional states • French Poets/Writers: Jacques Prévert “Déjeuner du matin” poem récitation |
| <p><i>Unit 6</i> <i>May-June</i></p> | <p>Unit 6: Là Ou Je Vais (There Where I Go)</p> <ul style="list-style-type: none"> • The verb ALLER + prépositions and the near future with expressions of time • Public Places • Cardinal directions • Geographical formations • Reading a map, giving directions • Francophone cities • Restaurants and ordering • The Euro |

VI. UNITS OF STUDY

| Unit 1: Ce Que J'ai Perdu (That Which I Lost) | |
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| Desired Results | |
| <p>Established Goals: Interpretive 7.1.NM.A.4 Identify familiar people, places and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. Interpersonal 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practice in class on familiar themes. Presentational 7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> | |
| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Bilingualism can empower us in many ways. ● Language learning is a spiral process that is a continuing journey towards a horizon of fluency. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does the French language already play a role in my life? ● How can I envision myself using French in the future? ● What skills will I need in French to achieve my goals? ● What French skills do I already have that I can expand? | <p>Can-Do Statements:</p> <ul style="list-style-type: none"> ● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. ● In my own and other cultures, I can identify products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i> Language Content:</p> <ul style="list-style-type: none"> ● Salutations and greetings review ● Numbers up to billion ● Application of numbers- dates and time | |

- Weather
- Expansion of classroom commands and objects

Cultural Content:

- Review of formal and informal speaking
- Popular culture

Grammatical & Phonetic Content:

- ER Verbs Review
- Expansion of ER verbs

Students will be able to...

- Discuss bilingualism and techniques for learning a language
- Participate in a simple, spontaneous conversation

Learning Plan

Learning Activities:

- Children’s literature with Google Form check
- Popular culture video scans with EdPuzzle
- Role-play between characters: Question building
- Self-reflection
- TPR with classroom instructions

Interdisciplinary Connections

Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Use Google Docs to draft a paragraph introducing yourself to your classmates.

ELA: NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Activity: Activity: Use Google Docs to draft a paragraph introducing yourself to your classmates.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. Activity: Activity: Use Google Docs to draft a paragraph introducing yourself to your classmates.

9.2 Career Awareness, Exploration, and Preparation: 9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Students will discuss the skills for leadership with a focus on the importance and relationship between communication and leadership.

Assessment Evidence

Formative:

Interpersonal:

- Respond to greetings and farewells and frequent questions

Benchmark:

[Speaking Rubric](#)

Alternative:

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| <ul style="list-style-type: none"> ● Follow simple instructions through actions <p>Interpretive:</p> <ul style="list-style-type: none"> ● React with gestures or drawings to verbal or written descriptions ● Show limited comprehension to simple questions and statements about a verbal conversation <p>Presentational:</p> <ul style="list-style-type: none"> ● Convey meaning through gestures or through listing information ● Prepare illustrated stories and share as part of a group ● Retell stories orally ● Prepare and share stories with a partner <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Express likes and dislikes using visual cues ● Exchange names, greetings, and farewells, using appropriate cultural gestures ● Give and follow simple instructions through actions and by participating in games <p>Interpretive:</p> <ul style="list-style-type: none"> ● Identify people or objects described in verbal directions Express an understanding of the main idea or a verbal conversation ● Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation ● Identify qualities of other people or objects described in verbal or written descriptions ● Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational:</p> <ul style="list-style-type: none"> ● Recite or dramatize songs, short anecdotes or poems ● Give simple presentations about self, family and friends, and familiar objects or activities ● Prepare illustrated stories and share with an audience such as the class ● Exchange information about self, family and friends, and familiar objects with others, in and outside the class | <p>Conduct an interview</p> |
| Resources | |
| Core Materials: | |

Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials

Technology:

- [YouTube](#)
- Quizlet
- Edpuzzle
- Pear Deck

Unit 2: Ce Que J'apprends (That Which I Learn)

Desired Results

Established Goals:

Interpretive

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3 Recognize a few common gestures and cultural practice associated with the target culture(s).

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and-level appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Understandings:

Students will understand that...

- School routines and expectations vary throughout the world.
- Degrees of formality vary across languages and cultures.

Essential Questions:

- How is my school life similar and different to that of children around the Francophone world?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify

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| | products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i></p> <p>Language Content:</p> <ul style="list-style-type: none"> Expansion of idiomatic expressions with and talking about taking school subjects <p>Cultural Content:</p> <ul style="list-style-type: none"> French school schedules <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> Review the verb FAIRE Irregular verbs DEVOIR, POUVOIR and VOULOIR Question Words: Interrogative adverbs Where, When, How, etc. + Interrogative pronoun Who, What <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Communicate in simple, spontaneous conversations Present a variety of information in oral and written form | |
| Learning Plan | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> Letter writing with peers or French students in another country Role-play scenarios TPR with classroom instructions Bingo with classroom instructions Posters | |
| Interdisciplinary Connections | |
| <p>Technology: 8.1.8.D.4 - Assess the credibility and accuracy of digital content. Activity: Students will demonstrate the usefulness but inaccuracy of Google Translate by gathering information from Google Translate and Word Reference and comparing the accuracy.</p> <p>ELA: NJSLA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Activity: Students will write letters back-and-forth between each other and revise each others' writing in the target language.</p> | |
| 21st Century Skills | |
| <p>Career Ready Practice: CRP11. Use technology to enhance productivity. Activity: Students will write letters back-and-forth between each other and revise each others' writing in the target language using Google Docs.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. Activity: While making videos for publication to the teacher, students will be reminded of the effects that the digital footprint has on employment opportunities, the permanency of online content, and what kinds of things are and are not appropriate to post on the internet.</p> | |

Assessment Evidence

Formative:

Interpersonal:

- Respond to greetings and farewells and frequent questions
- Follow simple instructions through actions

Interpretive:

- React with gestures or drawings to verbal or written descriptions
- Show limited comprehension to simple questions and statements about a verbal conversation

Presentational:

- Convey meaning through gestures or through listing information
- Prepare illustrated stories and share as part of a group
- Retell stories orally
- Prepare and share stories with a partner

Summative:

Interpersonal:

- Express likes and dislikes using visual cues
- Exchange names, greetings, and farewells, using appropriate cultural gestures
- Give and follow simple instructions through actions and by participating in games

Interpretive:

- Identify people or objects described in verbal directions
Express an understanding of the main idea or a verbal conversation
- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Identify qualities of other people or objects described in verbal or written descriptions
- Respond appropriately to short-answer questions about a verbal story or conversation

Presentational:

- Recite or dramatize songs, short anecdotes or poems
- Give simple presentations about self, family and friends, and familiar objects or activities

Alternative:

ABC book

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| <ul style="list-style-type: none"> • Prepare illustrated stories and share with an audience such as the class • Exchange information about self, family and friends, and familiar objects with others, in and outside the class | |
| Resources | |
| <p>Core Materials: <i>Bien Dit!</i> Textbook Houghton Mifflin Harcourt</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Subject-specific leveled texts are available in school bookrooms and classroom libraries • Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> • YouTube • Quizlet • Edpuzzle • Pear Deck • FlipGrid | |

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| Unit 3: Ce Que Je Fais (That Which I Do) |
| Desired Results |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> |

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Understandings:

Students will understand that...

- Leisure time activities vary throughout the world
- Our hobbies become part of our identity

Essential Questions:

- How do I express my interests in French?
- How will time be useful in travels?
- How would I describe myself to a friend in another country?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

Language Content:

- School Sports/Games
- Likes and Dislikes (Expanded)

Cultural Content:

- Winter Festivals of the Francophone World

Grammatical & Phonetic Content:

- Adverbs of Frequency and Ability
- Regular -IR Verbs

Students will be able to...

- Make appointments for social activities
- Discuss recreational events for different places and times
- Describe friends

Learning Plan

Learning Activities:

- Total Physical Response activities for hobbies along with charades, visual cues, magazine scavenger hunt
- Match famous people with hobbies
- Webquest: Petanque
- Guided conversations for scheduling
- Clock song and games

Interdisciplinary Connections

Technology: 8.1.8.D.4 Assess the credibility and accuracy of digital content. Activity: Students will research a popular hobby in the French-speaking world. Through a jigsaw format they will share the information they collected with their group.

ELA: RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Activity: Students will research a popular hobby in the French-speaking world. Through a jigsaw format they will share the information they collected with their group.

21st Century Skills

Career Ready Practice: CRP1. Act as a responsible and contributing citizen and employee. Activity: Students will discuss the impacts of being on time and good examples for time management skills after they have completed an assigned project.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Discuss how a hobby may turn into a career and how that career may evolve over time.

Assessment Evidence

Formative:

Interpersonal:

- Respond to greetings and farewells and frequent questions
- Follow simple instructions through actions

Interpretive:

- React with gestures or drawings to verbal or written descriptions
- Show limited comprehension to simple questions and statements about a verbal conversation

Presentational:

- Convey meaning through gestures or through listing information
- Prepare illustrated stories and share as part of a group
- Retell stories orally

Benchmark:

[Speaking Rubric](#)

Alternative:

Create an infographic

- Prepare and share stories with a partner

Summative:

Interpersonal:

- Express likes and dislikes using visual cues
- Exchange names, greetings, and farewells, using appropriate cultural gestures
- Give and follow simple instructions through actions and by participating in games

Interpretive:

- Identify people or objects described in verbal directions
Express an understanding of the main idea or a verbal conversation
- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Identify qualities of other people or objects described in verbal or written descriptions
- Respond appropriately to short-answer questions about a verbal story or conversation

Presentational:

- Recite or dramatize songs, short anecdotes or poems
- Give simple presentations about self, family and friends, and familiar objects or activities
- Prepare illustrated stories and share with an audience such as the class
- Exchange information about self, family and friends, and familiar objects with others, in and outside the class

Resources

Core Materials:

Bien Dit! Textbook Houghton Mifflin Harcourt

Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials

Technology:

- [YouTube](#)
- Quizlet
- Edpuzzle
- Pear Deck

Unit 4: Ce Que Je Suis (That Which I Am)

Desired Results

Established Goals:

7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Understandings:

Students will understand that...

- Families vary from culture to culture.

Essential Questions:

- How does my culture affect my relationships?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases,

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| | <p>and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can identify products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i></p> <p>Language Content:</p> <ul style="list-style-type: none"> • Family Members • Professions <p>Cultural Content:</p> <ul style="list-style-type: none"> • Francophone Families and Relationships, in particular in La Suisse <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> • The Verb ETRE + Personality Traits/Physical Descriptors • Agreement and Disagreement with Opinions • Possessive Adjectives • Regular -RE verbs <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Present information on familiar topics using target vocabulary • Recognized practiced and memorized words in conversation | |
| <p>Learning Plan</p> | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> • Role-play scenarios • TPR with classroom instructions • Bingo with classroom instructions • Posters | |
| <p>Interdisciplinary Connections</p> | |
| <p>Technology: 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Activity: The class will discuss online etiquette before engaging with web based programs.</p> <p>ELA: NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Activity: Students will engage in conversation about the differences between families, building on other's comments.</p> | |
| <p>21st Century Skills</p> | |
| <p>Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students will engage in conversation about the differences between families, building on other's comments.</p> | |

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Evaluate the importance communication plays in the workplace.

Assessment Evidence

Formative:

Interpersonal:

- Respond to greetings and farewells and frequent questions
- Follow simple instructions through actions

Interpretive:

- React with gestures or drawings to verbal or written descriptions
- Show limited comprehension to simple questions and statements about a verbal conversation

Presentational:

- Convey meaning through gestures or through listing information
- Prepare illustrated stories and share as part of a group
- Retell stories orally
- Prepare and share stories with a partner

Summative:

Interpersonal:

- Express likes and dislikes using visual cues
- Exchange names, greetings, and farewells, using appropriate cultural gestures
- Give and follow simple instructions through actions and by participating in games

Interpretive:

- Identify people or objects described in verbal directions
Express an understanding of the main idea or a verbal conversation
- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Identify qualities of other people or objects described in verbal or written descriptions
- Respond appropriately to short-answer questions about a verbal story or conversation

Presentational:

Alternative:

Create a concept map

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| <ul style="list-style-type: none"> ● Recite or dramatize songs, short anecdotes or poems ● Give simple presentations about self, family and friends, and familiar objects or activities ● Prepare illustrated stories and share with an audience such as the class ● Exchange information about self, family and friends, and familiar objects with others, in and outside the class | |
| Resources | |
| <p>Core Materials: <i>Bien Dit!</i> Textbook Houghton Mifflin Harcourt</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> ● Subject-specific leveled texts are available in school bookrooms and classroom libraries ● Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> ● YouTube ● Quizlet ● Edpuzzle ● Pear Deck | |

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| Unit 5: Ce Que Je Me Sens (That Which I Feel) |
| Desired Results |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> |

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Understandings:

Students will understand that...

- Basic wellness is essential for success.
- A vision for wellness may vary from culture to culture.

Essential Questions:

- How does my wellness affect my relationships and long term success?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

Language Content:

- Body parts
- Basic wellness and illness
- Food and meals

Cultural Content:

- French Poets/Writers: Jacques Prévert “Déjeuner du matin” poem recitation

Grammatical & Phonetic Content:

- Idioms with AVOIR
- Irregular Prendre family (apprendre, comprendre)
- Review of definite and indefinite article and expansion: the partitive article
- Verb ETRE + emotional states

Students will be able to...

- Present information on familiar topics using target vocabulary

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| <ul style="list-style-type: none"> Recognized practiced and memorized words in conversation | |
| Learning Plan | |
| Learning Activities: <ul style="list-style-type: none"> Students will design a menu in French. Role-play scenarios TPR with classroom instructions Posters | |
| Interdisciplinary Connections | |
| Technology: 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Activity: The class will discuss online etiquette before engaging with web based programs. | |
| ELA: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Activity: Investigate how wellness is achieved in French speaking countries and verbally share health tips with a partner. | |
| 21st Century Skills | |
| CRP4. Communicate clearly and effectively and with reason. Activity: Investigate how wellness is achieved in French speaking countries and verbally share health tips with a partner. | |
| 9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Analyze how careers in the health field have evolved. | |
| Assessment Evidence | |
| Formative: Interpersonal: <ul style="list-style-type: none"> Respond to greetings and farewells and frequent questions Follow simple instructions through actions Interpretive: <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions Show limited comprehension to simple questions and statements about a verbal conversation Presentational: <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare illustrated stories and share as part of a group Retell stories orally Prepare and share stories with a partner | Alternative: Create a pamphlet about wellness |

Summative:

Interpersonal:

- Express likes and dislikes using visual cues
- Exchange names, greetings, and farewells, using appropriate cultural gestures
- Give and follow simple instructions through actions and by participating in games

Interpretive:

- Identify people or objects described in verbal directions
Express an understanding of the main idea or a verbal conversation
- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Identify qualities of other people or objects described in verbal or written descriptions
- Respond appropriately to short-answer questions about a verbal story or conversation

Presentational:

- Recite or dramatize songs, short anecdotes or poems
- Give simple presentations about self, family and friends, and familiar objects or activities
- Prepare illustrated stories and share with an audience such as the class
- Exchange information about self, family and friends, and familiar objects with others, in and outside the class

Resources

Core Materials:

Bien Dit! Textbook Houghton Mifflin Harcourt

Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials

Technology:

- [YouTube](#)
- Quizlet
- Edpuzzle
- Pear Deck

Unit 6: Là Ou Je Vais (There Where I Go)

Desired Results

Established Goals:

7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Understandings:

Students will understand that...

- Food and meal patterns vary from culture to culture.
- Meals are opportunities for communicating.
- Certain patterns of linguistic etiquette are expected when eating out.

Essential Questions:

- How does my culture affect my eating traditions?
- How can I use my French in a meal scenario?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety

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| | <p>of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can identify products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i></p> <p>Language Content:</p> <ul style="list-style-type: none"> • Public Places • Cardinal directions • Geographical formations • Reading a map, giving directions • Restaurants and ordering • The Euro <p>Cultural Content:</p> <ul style="list-style-type: none"> • Francophone cities <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> • The verb ALLER + prépositions and the near future with expressions of time <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Order food in French • Carry on a meal time conversation in French • Name and describe foods associated with various situations | |
| <p>Learning Plan</p> | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> • Word Sorts, Guessing Games, What's missing activities with foods • Menu making • Edpuzzle video viewing about foods in the school cafeteria • Skit preparation and performance • Webquest for international foods • Google maps view and discussion of international eateries | |
| <p>Interdisciplinary Connections</p> | |
| <p>Technology: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Activity: Students will create a final project to introduce themselves with the knowledge they learned from this school year. They will create a multimedia presentation with French writing, photos, videos, narratives, food, and music.</p> <p>ELA: NJSLA.SLI. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Activity: Students will engage in conversation about restaurant preferences, building on other's comments.</p> | |

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students will engage in conversation about restaurant preferences, building on other's comments.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Evaluate the importance communication plays in the workplace.

Assessment Evidence

Formative:

Interpersonal:

- Respond to greetings and farewells and frequent questions
- Follow simple instructions through actions

Interpretive:

- React with gestures or drawings to verbal or written descriptions
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Presentational:

- Convey meaning through gestures or through listing information
- Prepare illustrated stories and share as part of a group
- Retell stories orally
- Prepare and share stories with a partner

Summative:

Interpersonal:

- Express likes and dislikes using visual cues
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Interpretive:

- Identify people or objects described in verbal directions
Express an understanding of the main idea or a verbal conversation
- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Identify qualities of other people or objects described in verbal or written descriptions
- Respond appropriately to short-answer

Benchmark:

[Speaking Rubric](#)

Alternative:

Produce a multimedia, interactive poster

questions about a verbal story or conversation

Presentational:

- Recite or dramatize songs, short anecdotes or poems
- Give simple presentations about self, family and friends, and familiar objects or activities
- Prepare illustrated stories and share with an audience such as the class
- Exchange information about self, family and friends, and familiar objects with others, in and outside the class

Resources

Core Materials:

Bien Dit! Textbook Houghton Mifflin Harcourt

Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials

Technology:

- [YouTube](#)
- Quizlet
- Edpuzzle
- Pear Deck