

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 7 French Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2014 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence			
Content Area	French	Course Title/Grade Level:	Grade 7

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Réviser - Review	September - October 4-6 weeks
<u>Topic/Unit #2</u>	Salut mes copains! - Hello my friends (Greetings, Classroom Commands and Expressions)	October - December 6-8 weeks
<u>Topic/Unit #3</u>	Qu'est-ce qui te plaît? - What do you like?/Likes & Dislikes	December - February 6-8 weeks
<u>Topic/Unit #4</u>	Ma famille et mes amis - My family and friends	February - April 6-8 weeks
<u>Topic/Unit #5</u>	Mon année scolaire - My school year/life	April - June 6-8 weeks

Topic/Unit 1 Title	Réviser	Approximate Pacing	4-6 weeks
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <input type="checkbox"/> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). <input type="checkbox"/> 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. <input type="checkbox"/> 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <input type="checkbox"/> 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <input type="checkbox"/> 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. <input type="checkbox"/> 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. <input type="checkbox"/> 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. <input type="checkbox"/> 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <input type="checkbox"/> 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 			
Interdisciplinary Connections:		21st Century Skills:	
1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.		9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	

Activity: Students will learn about the history of France, including buildings and monuments, the geography of France and the eclectic sounds of French music.	Activity: Class discussion on why learning French could help your career prospects and talk about different careers using French.
Technology Standards:	Career Ready Practices:
<p>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.</p> <p>Activity: Students will research, create and present a report on a French monument.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Activity: Students will have interpersonal conversations where they have to introduce themselves and have a conversation using basic French phrases and expressions.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions: Why learn French? Why study French culture?</p> <p>Enduring Understanding: Learning French leads to a better understanding of one's own language, increases vocabulary and aids in cultural knowledge and understanding of our transient world and French influence on American culture.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> the importance of the French language and culture l'alphabet français common French names from France & French-Speaking Countries geography of France & French-Speaking Countries classroom expressions and phrases 	<p>Students will be able to:</p> <ul style="list-style-type: none"> list and create some goals for learning French list important reasons for learning the French language understand the importance the country of France is to the import and export world understand the significance France has in the arts, film, music, food, history, language, technology, etc. categories
ASSESSMENT OF LEARNING	

Summative Assessment (Assessment at the end of the learning period)	→ Students will receive oral and written summative assessments at the end of each learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	→ Students will complete speaking, listening, and written activities through data collecting apps and game-based websites to assess knowledge of vocabulary and grammar.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. In lieu of a quiz or test, students may be given a mini-project or larger project respectively.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ Students will be given listening and speaking related SGO questions three times throughout the year to measure progress toward grade level standards.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> ❖ Bien dit French 1 textbook with interactive online Edition with SoundBooth voice recording; practice activities; On rappe! songs, DVD and Interactive Tours ❖ Bien dit Grammar Tutor ❖ Bien dit Cahier de Vocabulaire et Grammaire 	
Supplemental materials: <ul style="list-style-type: none"> ❖ Realia: French websites, authentic schedules (www.education.gouv.fr) ❖ Visuals: Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc. ❖ Web-based Learning Platforms: Google Classroom; EdPuzzle; Duolingo ❖ Game Based Websites: Quizlet; Kahoot; Socrative; Quizizz; Quizalize; Quia.com 	

- ❖ **Presentation Apps/Websites:** Prezi; Padlet; Powtoon; ToonDoo; Google Slides; FlipGrid; Screencastify; WeVideo
- ❖ **Data Collecting Apps:** mentimeter.com; Padlet; Quizlet; Kahoot; Socrative; Quizalize

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Salut mes copains! - Hello my friends (Greetings, Classroom Commands and Expressions)	Approximate Pacing	6-8 weeks
STANDARDS			
NJSLS World Language			
<input type="checkbox"/> 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.			
<input type="checkbox"/> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.			
<input type="checkbox"/> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).			

- ❑ 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.
- ❑ 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- ❑ 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- ❑ 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.
- ❑ 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.
- ❑ 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.
- ❑ 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections:	21st Century Skills:
<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. Activity: Students will associate French subject verb structure in comparison to the English language; application of similar punctuation marks to sentences and phrases; lesson on accents to understand their function and purpose.</p> <p>Math: the use of problems with simple order of operations, addition, subtraction, division, and multiplication will be applied.</p>	<p>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.</p> <p>Activity: Students will reflect on communication skills of themselves and their classmates' in their practice with French greetings and expressions.</p>
Technology Standards:	Career Ready Practices:

<p>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.</p> <p>Activity: Students will create a digital poster about greetings and commands used when communicating in French.</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Students will compare and contrast greetings and expressions in French and English using a Venn Diagram.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Question: How do my interests contrast to my French counterparts?</p> <p>Enduring Understanding: It is important to be able to express yourself in a conversation. One way of doing this is by expressing likes and dislikes with peers. Additionally, it is important to compare our cultural interests to our French counterparts.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • greetings • numbers 0-30 • classroom objects and expressions • accents and special characters • subjects and verbs • subject pronouns • indefinite articles and the plural of nouns • the verb avoir and negation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • greet someone and say goodbye • ask how someone is • introduce someone • ask how old someone is • formal versus informal greetings • ask about things in a classroom • give classroom commands and ask the teacher something • ask how words are spelled • ask for and give e-mail addresses
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>→ Students will receive oral and written summative assessments at the end of each learning period.</p>
<p>Formative Assessments (Ongoing assessments during</p>	<p>→ Students will complete speaking, listening, and written activities through data collecting apps and game-based websites to assess knowledge of vocabulary and grammar.</p>

the learning period to inform instruction)	
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. In lieu of a quiz or test, students may be given a mini-project or larger project respectively.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ Students will be given listening and speaking related SGO questions three times throughout the year to measure progress toward grade level standards.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> ❖ Bien dit French 1 textbook with interactive online Edition with SoundBooth voice recording; practice activities; On rappe! songs, DVD and Interactive Tours ❖ Bien dit Grammar Tutor ❖ Bien dit Cahier de Vocabulaire et Grammaire 	
Supplemental materials: <ul style="list-style-type: none"> ❖ Realia: French websites, authentic schedules (www.education.gouv.fr) ❖ Visuals: Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc. ❖ Web-based Learning Platforms: Google Classroom; EdPuzzle; Duolingo ❖ Game Based Websites: Quizlet; Kahoot; Socrative; Quizizz; Quizalize; Quia.com ❖ Presentation Apps/Websites: Prezi; Padlet; Powtoon; ToonDoo; Google Slides; FlipGrid; Screencastify; WeVideo ❖ Data Collecting Apps: mentimeter.com; Padlet; Quizlet; Kahoot; Socrative; Quizalize 	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Qu'est-ce qui te plaît? - What do you like?/Likes & Dislikes	Approximate Pacing	6-8 weeks
STANDARDS			
NJSLS World Language			
<input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <input type="checkbox"/> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). <input type="checkbox"/> 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. <input type="checkbox"/> 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <input type="checkbox"/> 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- ❑ 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- ❑ 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.
- ❑ 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.
- ❑ 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.
- ❑ 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections:	21st Century Skills:
<p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.</p> <p>Activity: Students will calculate the percentage of their classmates who like to do a certain activity.</p> <p>Technology: Students will be able to incorporate graphs, venn diagrams, etc. electronically to show preferences of classmates. French infographics will also be used to compare and contrast French likes and dislikes to our American culture.</p>	<p>9.1.8.D.3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>Activity: Students will discuss their hobbies in small groups and will compose an email inquiring about a friend's hobbies.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>Activity: Students will create and present a graph to the class of percentages of students who like to do various activities.</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>Activity: Students will use google sheets to create graphs of data.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	

Essential Question:

How do my interests contrast to my French counterparts?

Enduring Understanding:

It is important to be able to express yourself in a conversation. One way of doing this is by expressing likes and dislikes with peers. Additionally, it is important to compare our cultural interests to our French counterparts.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> <ul style="list-style-type: none"> likes and dislikes leisure activities definite articles -er verbs irregular plurals contractions with à conjunctions Est-ce que 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ask about likes and dislikes agree or disagree ask how often you do an activity ask how well you do an activity understand the importance of sports in French society, and which sports are the most popular compare sports between French and U.S.A listen to some French music, and understand the influence of French-Speaking Countries in French music

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	→ Students will receive oral and written summative assessments at the end of each learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	→ Students will complete speaking, listening, and written activities through data collecting apps and game-based websites to assess knowledge of vocabulary and grammar.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. In lieu of a quiz or test, students may be given a mini-project or larger project respectively.

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ Students will be given listening and speaking related SGO questions three times throughout the year to measure progress toward grade level standards.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> ❖ Bien dit French 1 textbook with interactive online Edition with SoundBooth voice recording; practice activities; On rappe! songs, DVD and Interactive Tours ❖ Bien dit Grammar Tutor ❖ Bien dit Cahier de Vocabulaire et Grammaire 	
Supplemental materials: <ul style="list-style-type: none"> ❖ Realia: French websites, authentic schedules (www.education.gouv.fr) ❖ Visuals: Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc. ❖ Web-based Learning Platforms: Google Classroom; EdPuzzle; Duolingo ❖ Game Based Websites: Quizlet; Kahoot; Socrative; Quizizz; Quizalize; Quia.com ❖ Presentation Apps/Websites: Prezi; Padlet; Powtoon; ToonDoo; Google Slides; FlipGrid; Screencastify; WeVideo ❖ Data Collecting Apps: mentimeter.com; Padlet; Quizlet; Kahoot; Socrative; Quizalize 	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Ma famille et mes amis - My family and friends	Approximate Pacing	6-8 weeks
STANDARDS			
NJSLS World Language			
<input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <input type="checkbox"/> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). <input type="checkbox"/> 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. <input type="checkbox"/> 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <input type="checkbox"/> 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <input type="checkbox"/> 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			

<ul style="list-style-type: none"> ❑ 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. ❑ 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. ❑ 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. ❑ 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 	
Interdisciplinary Connections:	21st Century Skills:
<p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p> <p>Activity: Students will create a piece of artwork that represents their family; i.e. a family crest.</p>	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>Activity: Students will compare their home to a home in France.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>Activity: Students will compare French family dynamics and make comparisons about similarities and differences from those in America.</p> <p>Activity: Students will explore the website of a French school and answer various questions about the curriculum and activities.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Activity: Students will give a digital presentation on their family.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Question: How can one express a complex concept, such as families, using simple terms?</p> <p>Enduring Understanding: People of one culture may make assumptions about other cultures based on their own attitudes and reflections.</p>	

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • physical descriptions and personal traits • family and pets • the verb être • adjective agreement • more irregular adjectives • possessive adjectives • contractions with de • C'est versus Il/Elle est 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • ask about and describe people • ask for and give opinions • identify family members • ask about someone's family • compare the French family to an American family • learn about the cultural importance of Québec • learn about the Carnaval de Québec
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>→ Students will receive oral and written summative assessments at the end of each learning period.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>→ Students will complete speaking, listening, and written activities through data collecting apps and game-based websites to assess knowledge of vocabulary and grammar.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>→ Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. In lieu of a quiz or test, students may be given a mini-project or larger project respectively.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>→ Students will be given listening and speaking related SGO questions three times throughout the year to measure progress toward grade level standards.</p>
RESOURCES	

Core instructional materials:

- ❖ **Bien dit French 1 textbook** with interactive online Edition with SoundBooth voice recording; practice activities; On rappe! songs, DVD and Interactive Tours
- ❖ **Bien dit Grammar Tutor**
- ❖ **Bien dit Cahier de Vocabulaire et Grammaire**

Supplemental materials:

- ❖ **Realia:** French websites, authentic schedules (www.education.gouv.fr)
- ❖ **Visuals:** Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc.
- ❖ **Web-based Learning Platforms:** Google Classroom; EdPuzzle; Duolingo
- ❖ **Game Based Websites:** Quizlet; Kahoot; Socrative; Quizizz; Quizalize; Quia.com
- ❖ **Presentation Apps/Websites:** Prezi; Padlet; Powtoon; ToonDoo; Google Slides; FlipGrid; Screencastify; WeVideo
- ❖ **Data Collecting Apps:** mentimeter.com; Padlet; Quizlet; Kahoot; Socrative; Quizalize

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Mon année scolaire - My school year/life	Approximate Pacing	April - June 6-8 weeks
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <input type="checkbox"/> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). <input type="checkbox"/> 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. <input type="checkbox"/> 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <input type="checkbox"/> 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <input type="checkbox"/> 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. <input type="checkbox"/> 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. <input type="checkbox"/> 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. <input type="checkbox"/> 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. <input type="checkbox"/> 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. <input type="checkbox"/> 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <input type="checkbox"/> 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 			

Interdisciplinary Connections:	21st Century Skills:
<p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or map) with other information in print digital texts.</p> <p>Activity: Infographics of time schedules used in several different areas of life, for example airports, train stations, movie theaters, schools, will be analyzed and compared to our American schedules.</p> <p>Math: Students will compare American currency (American dollar) to French currency (Euro dollar) using prices of school supplies. The use of the 24-hour clock requires knowledge of math to understand the French method of telling time.</p> <p>Art: schedules will be created and compared to some French example schedules.</p>	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>Activity: Students will compare their school to a school in France.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>Activity: Students will explore the website of a French school and answer various questions about the curriculum and activities.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>Activity: Students will create an original video about their school.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Question: What strategies do I need to communicate in linguistically and culturally accurate ways?</p> <p>Enduring Understanding: The content of the world languages classroom enhances the entire learning experience.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> • school subjects • days of the week • time • school supplies • colors and numbers 31-201 • -re verbs • -ger and -cer verbs • le with days of the week • the verbs préférer and acheter • adjectives as nouns • agreement with numbers 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • ask about classes • ask for and give an opinion • ask others what they need and tell what you need • inquire about buy something • currency (Euro dollar) • 24-hour clock • vacation time in France in comparison to America
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>→ Students will receive oral and written summative assessments at the end of each learning period.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>→ Students will complete speaking, listening, and written activities through data collecting apps and game-based websites to assess knowledge of vocabulary and grammar.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>→ Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. In lieu of a quiz or test, students may be given a mini-project or larger project respectively.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>→ Students will be given listening and speaking related SGO questions three times throughout the year to measure progress toward grade level standards.</p>
RESOURCES	

Core instructional materials:

- ❖ **Bien dit French 1 textbook** with interactive online Edition with SoundBooth voice recording; practice activities; On rappe! songs, DVD and Interactive Tours
- ❖ **Bien dit Grammar Tutor**
- ❖ **Bien dit Cahier de Vocabulaire et Grammaire**

Supplemental materials:

- ❖ **Realia:** French websites, authentic schedules (www.education.gouv.fr)
- ❖ **Visuals:** Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc.
- ❖ **Web-based Learning Platforms:** Google Classroom; EdPuzzle; Duolingo
- ❖ **Game Based Websites:** Quizlet; Kahoot; Socrative; Quizizz; Quizalize; Quia.com
- ❖ **Presentation Apps/Websites:** Prezi; Padlet; Powtoon; ToonDoo; Google Slides; FlipGrid; Screencastify; WeVideo
- ❖ **Data Collecting Apps:** mentimeter.com; Padlet; Quizlet; Kahoot; Socrative; Quizalize

Modifications for Learners

See [appendix](#)