

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: French (Level 1A)	Grade Level(s): 7
Department: World Language	Credits: 2.5
BOE Adoption Date: September 22, 2014	Revision Date(s): October 22, 2015

ABSTRACT

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting. In French: Level 1A, the students work at the novice-low to novice-mid proficiency levels within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The French IA course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The French: Level 1A course provides the opportunity for students to engage in additional formative, summative, and performance assessments—enhancing their language proficiency and growth.

TABLE OF CONTENTS

Mission Statement	Page 4
Curriculum and Instruction Goals	Page 4
Philosophy of Shared Curriculum Service with South Harrison Township Elementary	Page 4
How to Read this Document	Page 5
Terms to Know	Pages 5-7
Pacing Guide	Pages 8-13
Curriculum Units	Pages 14-72

Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

Curriculum & Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with South Harrison Township Elementary

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the

skills and knowledge they need to be successful by providing clear goals for student learning.

- **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*

15. Summative Assessments: Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. 21st Century Skills: These skills emphasize the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing:
Course Title: French 1A, Grade 7**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1: Introduction to French Language: Greetings and Farewells	8-9 weeks	<p>Subject Area: 7.1.NM.A.A 7.1.NM.B.A.1 7.1.NM.A.5</p> <p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.C.A.3</p> <p>Interdisciplinary: LA.7.CCSS.ELA-Literacy.L.7.3</p>	<p>1. Students will understand the reasons for language study and will be able to recognize French names, the alphabet, and cognates.</p> <p>2. Students will be able to compose a conversation, which includes a greeting, a farewell, an introduction, an age, and feelings while verbally demonstrating the conversation to the class.</p>	<ol style="list-style-type: none"> 1. List reasons for language study. 2. Locate French-speaking countries on a map. 3. Recognize traditional French names. 4. Repeat the French alphabet. 5. Identify French words acting as cognates. 6. Distinguish between <i>tu</i> and <i>vous</i>. 7. Greet someone and take leave. 8. Ask someone's name and tell your own. 9. Introduce someone. 10. Ask someone's age and give your own. 11. Ask/Tell how you are feeling. 12. Count from 0-30. 13. Imitate culturally appropriate gestures. 14. Identify subjects and verbs in French questions and sentences. 15. Identify French subject pronouns and how they function.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: In the Classroom (Vocabulary)	4 Weeks	Subject Area: 7.1.NM.A.A 7.1.NM.B.A.1 7.1.NM.B.4 7.1.NM.B.B 7.1.NM.C.A.3 Interdisciplinary: LA.7.CCSS.ELA- Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3	1. Students will understand classroom object vocabulary using indefinite articles and will be able to give/follow classroom commands.	1. Recognize forms of the verb <i>avoir</i> in idiomatic expressions. 2. Define classroom objects. 3. Perform classroom commands. 4. Form the plural of regular and irregular noun forms.
Unit 3: France & Its Surrounding Countries	3 Weeks	Subject Area: 7.1.NM.A.3 7.1.NM.C.5 7.1.NM.A.1 7.1.NM.C.4 Interdisciplinary: LA.7.CCSS.ELA-Literacy.RL.7.5	1. Students will be able to understand France, its surrounding countries, geographical features, and major French cities. 2. Students will understand cultural practices related to the celebration and traditions surrounding Christmas in France.	1. Locate France and label surrounding countries on a map. 2. Identify topical features of France on a map. 3. Label major cities of France on a map. 4. Compare & contrast cultural differences according to region. 5. Create a holiday/seasonal <i>cinquain</i> .

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: In the Classroom (Structure & Grammar)	5 Weeks	Subject Area: 7.1.NM.A.A 7.1.NM.B.A.4 7.1.NM.B.A.1 7.1.NM.C.B Interdisciplinary: LA.7.CCSS.ELA-Literacy.L.7.3	1. Students will be able to tell what classroom supplies they have. 2. Students will be able to read and/or listen for comprehension to authentic dialogue related to the classroom.	1. Classify <i>avoir</i> as an irregular verb. 2. Conjugate the verb <i>avoir</i> . 3. Change sentences from the affirmative to the negative. 4. Identify school-related vocabulary in authentic video. 5. Use target language in paired conversations.
Unit 5: Likes & Dislikes	5 Weeks	Subject Area: 7.1.NM.A.A 7.1.NM.B.A.4 7.1.NM.C.3 7.1.NM.B.A.1 7.1.NM.C.4 Interdisciplinary: LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3	1. Students will understand how to express likes and dislikes and ask others about their preferences, and they will be able to utilize definite articles and -ER verb conjugations.	1. List several likes and dislikes. 2. Ask and answer about their preferences. 3. Agree and disagree in regards to their likes and dislikes. 4. Use definite articles according to gender and number. 5. Classify regular, pattern-following –ER verbs. 6. Conjugate regular –ER verbs in the present tense.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 6: Leisure Activities	5 Weeks	<p>Subject Area: 7.1.NM.B.A.4 7.1.NM.C.3</p> <p>7.1.NM.B.A.1 7.1.NM.B.B 7.1.NM.C.A.3</p> <p>Interdisciplinary: LA.7.CCSS.ELA- Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3 -</p>	<p>1. Students will be able to tell how often or how well they do certain activities and where they participate in these activities.</p> <p>2. Students will be able to write sentences and more complex sentences demonstrating their ability to answer oral and written questions.</p>	<p>1. List several leisure activities and places.</p> <p>2. Ask and answer about how often or well they perform a certain activity.</p> <p>3. Form <i>est-ce que</i> questions.</p> <p>4. Form contractions with <i>à</i>.</p> <p>5. Combine sentences with conjunctions.</p> <p>6. Use target language in paired conversations.</p>

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 7: Physical Descriptions & Personality Traits	3 Weeks	<p>Subject Area: 7.1NM.B.A.1 7.1NM.B.4 7.1NMC.B 7.1NM.C.A.3 7.1NM.A.B 7.1NM.A.A</p> <p>Interdisciplinary: LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3</p>	1. Students will be able to describe people and themselves using the verb <i>être</i> , and they will be able to comprehend native speakers using authentic materials related to personality and physical characteristics.	1. List and form adjectives according to gender and number. 2. Describe yourself and others orally and in writing. 3. Ask and answer about physical traits and personalities. 4. Tell how they feel about people and/or themselves. 5. Conjugate the verb être . 6. Differentiate between regular & irregular formed adjectives. 7. Use target language in paired conversations.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 8: Family & Pets	3 weeks	<p>Subject Area: 7.1NM.B.H 7.1NM.B.A.4 7.1NM.B.3 7.1NM.B.A.1 7.1NM.B.B 7.1NMC.A.3</p> <p>Interdisciplinary: LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3</p>	<p>1. Students will understand how to identify and speak about family members and tell how people are related using contractions and possessive adjectives. In addition, varying types of introductory phrases will be examined.</p>	<p>1. Identify family members. 2. Read and label a family tree. 3. List and form possessive adjectives according to gender and number. 4. Form contractions with <i>de</i>. 5. Show possession—using <i>de</i>. 6. Distinguish between sentences requiring <i>c’est</i> and <i>il/elle est</i>. 7. Use target language in paired conversations.</p>

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 1: Introduction to French Study—Greeting and Farewells

Recommended Duration: 8-9 weeks: September-November

Unit Description:

This introductory unit is designed to present basic elements of language study, culture and basic vocabulary to the first-year language student. Students will realize that the English language has some origins in the French language and is truly an international language spoken in 40 countries worldwide. This unit will also guide the student in understanding and expressing the basic way to greet others, make introductions and take leave. Speaking, listening, reading comprehension and basic writing instruction will be infused throughout this unit. The unit culminates with a group dialogue presentation performed in class.

Essential Questions

Enduring Understandings

1. Why study French?
2. How do French and English differ?
3. Where is French spoken around the world?
4. What are the cultural similarities and differences between French-speakers and English-speaking Americans?
5. How do you construct an everyday conversation including cultural gestures and nonverbal communication?
6. What are the differences between formal and informal greetings?
7. How do you recognize subjects and verbs in French sentences?

1. French is the second most widely learned foreign language after English and the ninth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world.
2. While English traces its roots in the Germanic languages, French finds its origins in the Romance languages or languages based on Latin. Although the alphabet, grammar, and phonology of these two languages share some similarities, it is the differences of the two languages in these areas that provide rich language study.
3. More than 200 million people speak French on the five continents.
4. In addition to similar words and customs, our countries have been linked historically, culturally, and academically for centuries.
5. Learning new vocabulary and grammar enable students to understand cultural and non-verbal expression used in French-speaking countries.

Essential Questions	Enduring Understandings
	<p>6. Although formal and informal greetings are common in English, French has a separate and distinct form to convey such expressions.</p> <p>7. French and English sentence structures are similar; however, the word order of subjects and verbs may vary in French sentences.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.A.A-The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>1. Students will understand the reasons for language study and will be able to recognize French names, the alphabet, and cognates.</p> <p>2. Students will be able to compose a conversation, which includes a greeting, a farewell, an introduction, an age, feelings while verbally demonstrating the conversation to the class.</p>	<p>1. List reasons for language study.</p> <p>2. Locate French-speaking countries on a map.</p> <p>3. Recognize traditional French names.</p> <p>4. Repeat the French alphabet.</p> <p>5. Identify French words acting as cognates.</p> <p>6. Distinguish between <i>tu</i> and <i>vous</i>.</p> <p>7. Greet someone and take leave.</p> <p>8. Ask someone's name and tell your own.</p> <p>9. Introduce someone.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>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>Secondary (Supportive):</p> <p>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.</p> <p>7.1.NM.A.2-Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.C.A.3 -Describe people, places and things.</p>		<p>10. Ask someone’s age and give your own.</p> <p>11. Ask/Tell how you are feeling.</p> <p>12. Count from 0-30.</p> <p>13. Imitate culturally appropriate gestures.</p> <p>14. Identify subjects and verbs in French questions and sentences.</p> <p>15. Identify French subject pronouns and how they function.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 	<p>Questions/Short Answers Unit Test</p>	<p>Spelling practice</p> <p>Counting in French</p> <p>Conversation/skit demonstrating a greeting, farewell, an introduction, their age and how they are feeling</p>	<p>Dialogue Project that demonstrates mastery of basic conversational elements and French culture</p> <p>Poster/Project depicting French speaking country</p>

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential: Cognates, Faux-Amis, Alphabet, Consonants vs. Vowels, Accent Marks, French-speaking countries, Introductory Vocabulary

To greet someone and say goodbye: Bonjour; Bonsoir; Salut; À bientôt; À demain; À plus tard; À tout à l'heure; Au revoir

To ask and tell someone's name: Comment Il s'appelle ?; Elle s'appelle comment? ; Tu t'appelles comment? ; Il s'appelle comment?;

Elle s'appelle comment; Je m'appelle

To ask how someone is: Ça va?/Comment ça va?; Comment allez-vous?; Et toi/vous?; bien; pas bien; pas mal; tres bien

To introduce someone: C'est un/une amie; Je te/vous presente

Unit Vocabulary

To ask and tell how old someone is: Tu as quel age?; J'ai ___ ans; Il/Elle a quel age?; Numbers 0-30

Non-Essential:

Examples of various cognates and faux-amis that arise in conversation and instruction.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>6N.S.B.3</p> <p>RH. 6-8.1</p> <p>WHST.6-8.1</p> <p>WORK.9-12.9.1.12.1</p> <p>WORK.9-12.9.1.12.1</p> <p>TEC.9-12.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.3</p>	<p>Technology:</p> <ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Resources

Texts/Materials:

Bien Dit, Level 1

Bien Dit workbook

Bien Dit Ancillary Materials

C'est à toi!, Level I

Major Assignments/Assessments (required): Project that illustrates a French speaking country and cultural/historical points

Major Activities (required): Conversation/skit demonstrating a greeting, farewell, an introduction, their age and how they are feeling

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 2: In the Classroom (Vocabulary-Based)	Recommended Duration: 4 weeks (November-December)
<p>Unit Description:</p> <p>This unit is designed to guide students in understanding and utilizing classroom vocabulary. Speaking, listening, and reading comprehension will be taught in context throughout the unit. The students will have a summative assessment at the end of unit four to evaluate their comprehension of studied concepts.</p>	

Essential Questions	Enduring Understandings
<p>1. How can students express themselves in the L2 using simple terms about school-related topics?</p>	<p>1. By being an active participant in the L2 classroom, students can use classroom vocabulary to give and follow commands and tell what they have.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.A.A-The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and</p>	<p>1. Students will understand classroom object vocabulary using indefinite articles and will be able to give/follow classroom commands.</p>	<p>1. Recognize forms of the verb <i>avoir</i> in idiomatic expressions. 2. Define classroom objects. 3. Perform classroom commands. 4. Form the plural of regular and irregular noun forms.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>phrases that bring meaning to text.</p> <p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Secondary (Supportive):</p> <p>7.1.NM.B.B-Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>7.1.NM.C.A.3-Describe people, places and things.</p> <p>LA.7.CCSS.ELA-Literacy.W.7.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LA.7.CCSS.ELA-Literacy.L.7.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Summative Assessment (after Unit 4)	Paired Conversations Listening Activities Open-ended Questions	Summative Assessment (after Unit 4)

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

To ask and tell about things in a classroom: un bureau, une carte, un CD/un DVD, une chaise, un/une élève, une fenêtre, une fille, un garçon, un lecteur de CD/DVD, un ordinateur, une porte, un poster, un/une prof, un professeur, la salle de classe, une table, un tableau, une télé(vision)

Useful Expressions:

Il y a...? ; Non, il n’y a pas de... ; Oui, il y a... ; Combien d’élèves il y a dans la classe? ; Il y en a.../Il n’y en a pas.

To give classroom commands and ask the teacher something: Asseyez-vous!/Levez-vous!, Silence!/Faites attention!, Écoutez et répétez après-moi!, Prenez une feuille de papier!, Allez au tableau!, Regardez (la carte)!, Retournez à vos places!, Ouvrez vos livres à la page., Fermez vos cahiers., Monsieur/Madame/Mademoiselle..., Je ne comprends pas., Répétez, s’il vous plaît., Comment dit-on _____ en français?, Qu’est-ce que ça veut dire _____?

To ask and say how words are spelled: Comment ça s’écrit, _____?, Comment tu épelles _____?, Ça s’écrit _____.

To exchange e-mail addresses: Quelle est ton adresse e-mail? ; C’est _____ arobase _____ point _____.

Non-Essential:

Age phrases using *avoir*

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
WORK.9-12.9.1.12.1	Technology	__x__ Global Awareness	__x__ Creativity & Innovation
WORK.9-12.9.1.12.1	<ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 	_____ Civic Literacy	__x__ Media Literacy

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
TEC.9-12.	3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads	____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Critical Thinking and Problem Solving ____ Life and Career Skills ____ Information & Communication Technologies Literacy __x__ Communication & Collaboration ____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancillary Materials</p> <p><i>C'est à toi!</i>, Level I</p>

Resources

Major Assignments/Assessments (required): Summative Assessment (after Unit Four)

Major Activities (required): Paired Conversations, Listening Activities, Open-ended Questions

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 3: France & Its Surrounding Countries	Recommended Duration: 3 weeks (December - January)
Unit Description: This unit is designed to guide students to locate France and its surrounding countries, explain geographical features, and identify and situate major French cities. In addition, students will be able to compare and contrast Christmas traditions between France and the United States. Students will label a map at the end of the unit, which will assess their knowledge of French geography and includes its surrounding countries. Students will also create a Holiday/Seasonal cinquain in French.	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none">1. How does the study of another language and culture make the world smaller?2. How can I explore other cultures without stereotyping?3. What can I learn about my own language and culture from the study of others?	<ol style="list-style-type: none">1. When studying about another culture, one discovers that even though there are differences between people, there are also many similarities. If you are familiar with people’s customs, they really don’t seem so different from people that you already know.2. It is important to realize that stereotyping is a two way street. Other cultures stereotype us as well. None of them are realistic ways to deal with another culture. The best solution is to communicate with another person one-on-one.3. When students learn about other cultures, they actually are learning about their own origins.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.A.3-Recognize a few common gestures, and cultural practices associated with the target culture.</p> <p>7.1.NM.C.5-Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p>Secondary (Supportive):</p> <p>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.</p> <p>7.1.NM.C.4-Present information from age-and level-appropriate, culturally authentic materials orally or in writing.</p>	<ol style="list-style-type: none"> 1. Students will be able to understand France, its surrounding countries, geographical features, and major French cities. 2. Students will understand cultural practices related to the celebration and traditions surrounding Christmas in France. 	<ol style="list-style-type: none"> 1. Locate France and label surrounding countries on a map. 2. Identify topical features of France on a map. 3. Label major cities of France on a map. 4. Compare & contrast cultural differences according to region. 5. Create a holiday/seasonal <i>cinquain</i>.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Unit Test	Paired Questions	Map; <i>Cinquain</i>

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

Les Pays: La France, L’Espagne, L’Allemagne, L’Italie, La Suisse, La Belgique, Le Luxembourg, L’Angleterre, Les Etats-Unis

La Geographie: La Loire, La Seine, La Rhône, La Garonne, La Rhîne, Le Jura, Les Vosges, Les Pyrénées, Les Alpes, Le Massif Central;

Paris, La Manche, L’Océan Atlantique, La Mer Méditerranée

Le Noel:

Non-Essential: Français (e); Espagnol(e); Allemand(e); Suisse; Anglais(e); Italien(ne); Belge

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>WORK.9-12.9.1.12.1</p> <p>WORK.9-12.9.1.12.1</p> <p>TEC.9-12.</p> <p>LA.7.CCSS.ELA-Literacy.RL.7.5</p>	<p>Technology</p> <ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			Literacy ___x___ Communication & Collaboration ___x___ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancilliary Materials</p> <p>Major Assignments/Assessments (required): Unit Test and Map</p> <p>Major Activities (required): <i>Cinquain</i></p>

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 4: In the Classroom—Structure and Grammar

Recommended Duration: 5 weeks (January-February)

Unit Description:

This unit is designed to guide students in utilizing classroom vocabulary while related grammatical elements are introduced. Students will understand the concepts and will execute verb conjugations (affirmative & negative) as well as use articles and form plurals. Speaking, listening, and reading comprehension will be taught in context throughout the unit. The students will have a summative assessment at the end of this unit to evaluate their comprehension of studied concepts.

Essential Questions

1. What is a verb conjugation and how is it executed?
2. What strategies can students use to communicate more effectively in the target language?

Enduring Understandings

1. Verb conjugation is a basic skill needed for authentic communication. Students will also recall subject pronouns and the words that they replace when conjugating verbs..
2. Students should rely on cognates and decoding strategies when reading for comprehension in the target language. Authentic materials should be utilized for all types of comprehension activities.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.A.A-The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>7.1.NM.B.A.4-Describe people, places and things.</p> <p>Secondary (Supportive):</p> <p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>7.1.NM.C.B-Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p>	<ol style="list-style-type: none"> 1. Students will be able to tell what classroom supplies they have. 2. Students will be able to read and/or listen for comprehension to authentic dialogue related to the classroom. 	<ol style="list-style-type: none"> 1. Classify <i>avoir</i> as an irregular verb. 2. Conjugate the verb <i>avoir</i>. 3. Change sentences from the affirmative to the negative. 4. Identify school-related vocabulary in authentic video. 5. Use target language in paired conversations.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Summative Assessment	<p>Paired Conversations</p> <p>Listening Activities</p> <p>Open-ended Questions</p>	Summative Assessment

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

Useful Expressions:

Il y a...? ; Non, il n’y a pas de...; Oui, il y a... ; Combien d’élèves il y a dans la classe? ; Il y en a.../Il n’y en a pas.

To give classroom commands and ask the teacher something: Asseyez-vous!/Levez-vous!, Silence!/Faites attention!, Écoutez et répétez après-moi!, Prenez une feuille de papier!, Allez au tableau!, Regardez (la carte)!, Retournez à vos places!, Ouvrez vos livres à la page., Fermez vos cahiers., Monsieur/Madame/Mademoiselle..., Je ne comprends pas., Répétez, s’il vous plaît., Comment dit-on _____ en français?, Qu’est-ce que ça veut dire _____?

To ask and say how words are spelled: Comment ça s’écrit, _____?, Comment tu épelles _____?, Ça s’écrit _____.,

To exchange e-mail addresses: Quelle est ton adresse e-mail? ; C’est _____ arobase _____ point _____.

Non-Essential:

To ask and tell about things in a classroom: un bureau, une carte, un CD/un DVD, une chaise, un/une élève, une fenêtre, une fille, un garçon, un lecteur de CD/DVD, un ordinateur, une porte, un poster, un/une prof, un professeur, la salle de classe, une table, un tableau, une télé(vision)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
WORK.9-12.9.1.12.1	Technology	__x__ Global Awareness	__x__ Creativity & Innovation
WORK.9-12.9.1.12.1	1. Conjuguemos.com		
	2. Bien dit website for online text	_____ Civic Literacy	__x__ Media Literacy
TEC.9-12.	3. Duolingo.com		

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
LA.7.CCSS.ELA-Literacy.L.7.3	4. YouTube 5. Laptops/chromebooks 6. I-Pads	____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Critical Thinking and Problem Solving ____ Life and Career Skills ____ Information & Communication Technologies Literacy __x__ Communication & Collaboration ____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancillary Materials</p> <p><i>C'est A Toi!</i> - Level I</p>

Resources

Major Assignments/Assessments (required): Summative Assessment

Major Activities (required): Paired Conversations, Listening Activities, Open-ended Questions

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 5: Likes & Dislikes	Recommended Duration: 5 weeks (February-March)
-------------------------------------	-------------------------------------------------------

Unit Description:

This unit is designed to guide students in expressing their likes and dislikes and to ask others about their preferences. Students will understand the concepts relating to the conjugation of regular *-er* verbs and use definite articles in regards to number and gender. Speaking, listening, and reading comprehension will be taught in context throughout the unit. Students will have an assessment that includes listening, writing, grammar skills, and reading comprehension at the end of the unit to evaluate their progress. The unit culminates with a group dialogue presentation performed in class.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none">1. How do you express likes and dislikes?2. What is verb conjugation and how is it executed?3. How does French grammar compare with English grammar?4. How can students increase their understanding and comprehension of the points listed above (1-2-3) when participating in speaking, reading, and listening activities?	<ol style="list-style-type: none">1. The use of the verb <i>aimer</i> (+ an infinitive) is an essential element of expressing personal preferences.2. The comprehension of pronoun replacement and verb conjugation is a basic skill needed to effectively express oneself in another language.3. Students will identify the similarities and differences concerning verb conjugations and usage of the verb <i>aimer</i> in French and English.4. Students should be exposed to authentic listening exercises, videos, and readings that contain learned materials.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.A.A-The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>7.1.NM.B.A.4 -Describe people, places and things.</p> <p>7.1.NM.C.3-Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Secondary (Supportive):</p> <p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>7.1.NM.C.4-Present information for age-and level-appropriate cultural authentic materials orally or in writing.</p>	<p>1. Students will understand how to express likes and dislikes and ask others about their preferences, and they will be able to utilize definite articles and -ER verb conjugations.</p>	<ol style="list-style-type: none"> 1. List several likes and dislikes. 2. Ask and answer about their preferences. 3. Agree and disagree in regards to their likes and dislikes. 4. Use definite articles according to gender and number. 5. Classify regular, pattern-following –ER verbs. 6. Conjugate regular –ER verbs in the present tense.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Unit Test	<p>Paired conversations</p> <p>Dialogue/skit demonstrating a greeting, farewell, an introduction, their age and how they are feeling</p>	<p>Unit Test</p> <p>Dialogue/Skit</p>

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

To ask about likes and dislikes: l'anglais (m.) , le baladeur (MP3) ,une bande dessinée (une BD) ,chanter ,le chocolat ,un crayon (de couleur) ,un dessin/dessiner, dormir, l'école (f.) , écouter de la musique , les écouteurs (m.) , envoyer un e-mail (m.) , étudier , le français , les frites (f.) , la glace , lire, un journal , un magazine, manger, les mathématiques (maths) (f.) , la musique classique/moderne , parler anglais/français , la radio , regarder la télé(vision) , un roman , un SMS (un texto) , surfer sur Internet , téléphoner (à des amis) , travailler , les vacances (f.), la voiture de sport , Tu aimes...? , Qu'est-ce que tu aimes (faire)? , Oui, J'adore/J'aime bien... , J'aime mieux/Je préfère... , Non, je déteste... , Je n'aime pas...

To agree and disagree:

Moi, j'aime... Et toi? ; Moi aussi. ; Pas moi. Moi, je n'aime pas... ; Moi, si. ; Moi non plus.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
WORK.9-12.9.1.12.1 WORK.9-12.9.1.12.1 TEC.9-12. LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3	Technology <ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads 	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Life and Career Skills <input type="checkbox"/> Information &

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			Communication Technologies Literacy ___x___ Communication & Collaboration _____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancilliary Materials</p> <p><i>C'est A Toi!</i> - Level I</p> <p>Major Assignments/Assessments (required): Unit Test</p> <p>Major Activities (required): Dialogue/Skit</p>

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 6: Leisure Activities	Recommended Duration: 5 Weeks (March-April)
Unit Description: <p>This unit is designed to guide students in expressing how often or how well they do certain activities and describing where they are. Students will recall conjugation techniques and conjugate the irregular verb <i>etre</i> and form contractions with <i>à</i>. Formation of the interrogative and compound sentences are also included in this unit. Speaking, listening, and reading comprehension will be taught in context throughout the unit. Students will have an assessment that includes listening, writing, grammar skills, and reading comprehension at the end of the unit to evaluate their progress.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none">1. What strategies will assist the student to express how often or well they do certain activities?2. How can one express one’s destination in simple terms?3. What is the most effective way to form a question?4. How can one form a complex sentence in French?5. How can students increase their understanding and comprehension of the points listed above (1-2-3) when participating in speaking, reading, and listening activities.	<ol style="list-style-type: none">1. Students will use adverbs in the correct position to state frequency or proficiency. Checklists or surveys are useful tools to familiarize the students with adverbs.2. Students can use the conjugated verb “etre” with “à” contractions and a place.3. There are several ways to form questions in French: a) est-ce que +the sentence or b) intonation.4. Conjunctions are used to join two simple sentences.5. Students should be exposed to authentic listening exercises, videos, and readings that contain learned materials.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.B.A.4-Describe people, places and things.</p> <p>7.1.NM.C.3-Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Secondary (Supportive):</p> <p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>7.1.NM.B.B-Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>7.1.NM.C.A.3-Describe people, places and things.</p>	<ol style="list-style-type: none"> 1. Students will be able to tell how often or how well they do certain activities and where they participate in these activities. 2. Students will be able to write sentences and more complex sentences demonstrating their ability to answer oral and written questions. 	<ol style="list-style-type: none"> 1. List several leisure activities and places. 2. Ask and answer about how often or well they perform a certain activity. 3. Form <i>est-ce que</i> questions. 4. Form contractions with <i>à</i>. 5. Combine sentences with conjunctions. 6. Use target language in paired conversations.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 	Unit Test	Paired conversations Stations	Self-Reflection Writing Assignment

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response			

Possible Assessment Modifications /Accommodations
1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
1.-Scaffolding

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

2.-Modeling

3.-Cooperative Learning

4.-Chunking

5.-Graphic organizers

6.-Homework

7.-Notetaking

8.-Guided and Independence Practice/Monitoring

9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques

2. One-on-one instruction

3. Study Guide

4. Preferential seating

5. Cueing Strategies

6. Teacher copy of notes

7. Flexible Grouping

Possible Instructional Modifications /Accommodations/Differentiation

8. Homework Assignments

9. Learning Contracts

10. Learning Stations

11. Multiple Texts

12. Learning Menus/Choice Boards

13. Tiered Assignments

14. Enhanced Directions

Unit Vocabulary

Essential:

Les Goûts des jeunes Français: aller à la piscine, aller au café, aller au cinéma, la balle/le ballon ,la batte ,la bibliothèque ,le centre commercial ,danser ,discuter (avec des amis) ,faire du sport ,faire la fête ,faire les magasins (m.) ,faire un pique-nique, jouer au base-ball/foot(ball), jouer aux cartes/aux échecs ,le lycée, la Maison des jeunes et de la Culture (MJC), recreation center, nager, le parc , le stade, sortir, voir un film

To ask how often you do an activity: Tu aimes _____ régulièrement? ; Oui, souvent. ; De temps en temps. ; Non, rarement...; Non, jamais.

To ask how well you do something: Tu dances bien...? , assez bien, bien , très bien, mal, très mal.

To ask about preferences: Tu préfères _____ ou _____ ?; Tu aimes mieux...; Quelles sont tes activités préférées?

Conjonctions: Mais, Ou, Et

Non-Essential: Previously studied -ER verbs

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
WORK.9-12.9.1.12.1	Technology 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads	<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Creativity & Innovation
WORK.9-12.9.1.12.1		<input type="checkbox"/> Civic Literacy	<input type="checkbox"/> Media Literacy
TEC.9-12.		<input type="checkbox"/> Financial, Economic,	<input type="checkbox"/> Critical Thinking and Problem
LA.7.CCSS.ELA-Literacy.W.7.2d		Business, & Entrepreneurial	Solving

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
LA.7.CCSS.ELA-Literacy.L.7.3		Literacy _____ Health Literacy	___ Life and Career Skills __x__ Information & Communication Technologies Literacy __x__ Communication & Collaboration _____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancilliary Materials</p> <p><i>C'est A Toi!</i> - Level I</p> <p>Major Assignments/Assessments (required): Unit Test</p> <p>Major Activities (required): Paired Conversations and Self-Reflection</p>

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 7: Physical Descriptions and Personality Traits	Recommended Duration: 3 weeks (April-May)
Unit Description: This unit is designed so that the students can describe themselves and others. The student will be able to identify both physical characteristics and personality traits. Grammatical structures will include the conjugation of the irregular verb <i>être</i> and agreement and placement of adjectives. Students will have an assessment that includes listening, writing, grammar skills, and reading comprehension at the end of the unit to evaluate their progress.	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none">1. How can students describe themselves and others?2. How does the syntax of articles and adjectives in French differ from their English counterparts?3. How can students comprehend these elements (1&2) when listened to and read in addition to speaking them?	<ol style="list-style-type: none">1. Students will need to use adjectives that identify physical characteristics and personality traits.2. Articles and adjectives must agree in number and gender with the noun they modify. Placement of articles is the same as in English, but adjectives usually follow nouns in French.3. Students should be exposed to authentic listening exercises, videos, and readings that contain learned materials focusing upon adjective usage.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NM.B.H-Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>7.1.NM.B.A.4-Describe people, places and things.</p> <p>7.1.NM.B.3-State needs and preferences</p> <p>Secondary (Supportive):</p> <p>7.1.NM.B.A.1-Respond to learned questions.</p> <p>7.1.NM.B.B-Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>7.1.NM.C.A.3-Describe people, places and things.</p>	<p>1. Students will be able to describe people and themselves using the verb <i>être</i>, and they will be able to comprehend native speakers using authentic materials related to personality and physical characteristics.</p>	<ol style="list-style-type: none"> 1. List and form adjectives according to gender and number. 2. Describe yourself and others orally and in writing. 3. Ask and answer about physical traits and personalities. 4. Tell how they feel about people and/or themselves. 5. Conjugate the verb être. 6. Differentiate between regular & irregular formed adjectives. 7. Use target language in paired conversations.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Summative Assessment	Paired activities	Picture Descriptions

Possible Assessment Modifications /Accommodations
<ol style="list-style-type: none"> 1.- Extra-time 2.- Word bank 3.- Read it to them 4.- One-on-one instruction 5.- Study sheet 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies

Possible Instructional Modifications /Accommodations/Differentiation

6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

To ask about and describe people:

âgé(e), beau (belle), blanc (blanche), bleu(e)(s), blond(e), bon/bonne, la bouche, brun(e)/châtain, court(e)/long (longue), créatif (créative), fort(e), généreux (généreuse), génial(e), gentil(le), Il/Elle a les cheveux/yeux..., intelligent(e), jeune/vieux (vieille), marrant(e), marron, méchant(e)/sympathique, mince/gros(se), le nez, noir(e)(s), nouveau (nouvelle), les oreilles (f.), paresseux (paresseuse), pénible, petit(e)/grand(e), roux (rousse), sérieux (sérieuse) , sportif (sportive), la tête, timide, vert(e)

To ask about people/To describe people:

Comment est, Comment sont... ?, Il/Elle est comment?, Ils/Elles sont comment... ?, Il/Elle est très..., Ils/Elles sont assez..., Il/Elle n'est ni...ni...

To ask for and give an opinion:

Comment tu trouves... ? ; Je le/la trouve...; Qu'est-ce que tu penses de... ? ; À mon avis,....

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
WORK.9-12.9.1.12.1 WORK.9-12.9.1.12.1 TEC.9-12. LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.L.7.3	Technology <ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads 	__x__ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy	__x__ Creativity & Innovation ____ Media Literacy __x__ Critical Thinking and Problem Solving ____ Life and Career Skills

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		_____ Health Literacy	___x___ Information & Communication Technologies Literacy ___x___ Communication & Collaboration _____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancillary Materials</p> <p><i>C'est A Toi!</i> - Level I</p> <p>Major Assignments/Assessments (required): Summative Assessment</p> <p>Major Activities (required): Picture Descriptions</p>

Kingsway Regional School District

Grade 7-French: Level 1A

Unit 8: Family and Pets

Recommended Duration: 3 weeks (May-June)

Unit Description:

This unit is designed to guide students in understanding and utilizing vocabulary dealing with family members and their descriptions. They will also be able to express possessions, make comparisons, and answer questions. Speaking, listening, writing, and reading comprehension will be taught. As an assessment, students will be able to answer memorized questions related to everyday life and present a family album.

Essential Questions

Enduring Understandings

1. How can I enhance my connections with people through language?
2. How fluent do I need to be in speaking and/or writing a new language in order to be able to communicate effectively?
3. How do good speakers express their thoughts and feelings?

1. Through knowledge of vocabulary, grammar, and culture one can communicate with another culture and discover similarities and differences.
2. When first learning a language, basic words and phrases express one's thoughts. After gaining more experience, fluency increases. Therefore, fluency depends upon the amount of time spent using the language. Communication can be made on different levels.
3. By using familiar vocabulary and contextualizing this vocabulary, the L2 speaker is able to express himself in the target language.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary (Power):</p> <p>7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral and written descriptions.</p> <p>7.1.NH.B.4-Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3-Describe in writing people and things from the home and school environment.</p> <p>Secondary (Supportive):</p> <p>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.</p> <p>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age-and label-appropriate, culturally authentic</p>	<p>1. Students will understand how to identify and speak about family members and tell how people are related using contractions and possessive adjectives. In addition, varying types of introductory phrases will be examined.</p>	<ol style="list-style-type: none"> 1. Identify family members. 2. Read and label a family tree. 3. List and form possessive adjectives according to gender and number. 4. Form contractions with <i>de</i>. 5. Show possession—using <i>de</i>. 6. Distinguish between sentences requiring <i>c'est</i> and <i>il/elle est</i>.) 7. Use target language in paired conversations.

Relevant Standards	Learning Goals	Learning Objectives
materials on familiar topics. 7.1.NM.B.1 - Use digital tools to exchange word and memorized-phrase level related to self and targeted themes.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ol style="list-style-type: none"> 1. Quizzes 2. Video view-sheets 3. Listening exercises 4. Self-evaluation 5. Exit slips 6. Index card (summaries/questions) 7. Misconception Check 8. A-B-C summaries 9. One-word summary 10. Think-Pair-Share 11. Oral questioning 12. White boards 13. Picture/Word Splash 14. Total Physical Response 	Unit Test	Paired Conversations Stations	Family Album Project

Possible Assessment Modifications /Accommodations
1.- Extra-time

Possible Assessment Modifications /Accommodations

- 2.- Word bank
- 3.- Read it to them
- 4.- One-on-one instruction
- 5.- Study sheet
- 6.-Modeling

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- 1.-Scaffolding
- 2.-Modeling
- 3.-Cooperative Learning
- 4.-Chunking
- 5.-Graphic organizers
- 6.-Homework
- 7.-Notetaking
- 8.-Guided and Independence Practice/Monitoring
- 9.-Structured Academic Games

Possible Instructional Modifications /Accommodations/Differentiation

1. Modeling Techniques
2. One-on-one instruction
3. Study Guide
4. Preferential seating
5. Cueing Strategies
6. Teacher copy of notes
7. Flexible Grouping
8. Homework Assignments
9. Learning Contracts
10. Learning Stations
11. Multiple Texts
12. Learning Menus/Choice Boards
13. Tiered Assignments
14. Enhanced Directions

Unit Vocabulary

Essential:

To identify family members: le beau-père , la belle-mère, le chat , le chien, le/la cousin(e) , le demi-frère , la demi-sœur, divorcé(e), un/une enfant (m./f.), la famille, la femme , la fille/le fils, le frère, la grand-mère, le grand-père, les grands-parents (m.), le mari, la mère/ma mère, le neveu, la nièce, l'oncle, les parents (m.), le père, la petite-fille - les petits-enfants (m.); la soeur; la tante, Voici.../Voilà... Ça, c'est/ce sont... Qui c'est, ça?

To ask about someone's family: Tu as des frères et des sœurs? Non, je suis fils/fille unique. Tu as combien de... ?

J'ai... et..

Je n'ai pas de... mais...

Vous êtes com bien d

Non-Essential: Physical Characteristic Vocabulary; Personality Description Vocabulary; Contractions w/ à

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>WORK.9-12.9.1.12.1</p> <p>WORK.9-12.9.1.12.1</p> <p>TEC.9-12.</p>	<p>Technology</p> <ol style="list-style-type: none"> 1. Conjuguemos.com 2. Bien dit website for online text 3. Duolingo.com 4. YouTube 5. Laptops/chromebooks 6. I-Pads 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			Literacy ___x___ Communication & Collaboration _____ Information Literacy

Resources
<p>Texts/Materials:</p> <p><i>Bien Dit</i>, Level 1</p> <p><i>Bien Dit</i> workbook</p> <p><i>Bien Dit</i> Ancillary Materials</p> <p><i>C'est A Toi!</i> - Level I</p> <p>Major Assignments/Assessments (required):</p> <p>Major Activities (required):</p>