



## **Curriculum for French in Grade 7**

### **Mendham Township Middle School**

#### **Preliminary Lesson-Discovering French**

**Summary:** In this preliminary lesson, students will be introduced to the geography of France, other French-speaking countries as well as some students who live there. Students will become familiar with popular French names, will learn what countries border France, and will become acquainted with certain regions that are famous as tourist destinations.

#### **Outcomes Preliminary Lesson:**

- Students will be able to locate France on a map.
- Students will be able identify the countries bordering France.
- Students will be able to list other countries where French is spoken.
- Students will be able to recognize French names.
- Students will be able to locate popular tourist attractions in France.
- Students will be able to locate important cities on map.
- Students will be able to discuss city life.

## Summative Assessment

### New Jersey Standards for the Novice- High Level

#### 7.1.A.: Interpretive Mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written.
- Comprehend brief oral exchanges on familiar topics such as weather.
- Identify familiar people, places, and objects based on oral and/or written descriptions.
- Identify daily practices of people in the target culture.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.

#### 7.1.B: Interpersonal Mode-

- Give and follow simple oral directions, commands and requests for participating in age-appropriate classroom activities.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

#### 7.1.C: Presentational Mode-

- Copy/write words, phrases, or simple guided texts on familiar topics.
- Name and label tangible products and imitate practices from the target culture.
- Participate in age-appropriate activities related to special events celebrated in the target culture.

## Unit 1: Discovering French

**Summary:** In unit 1, students will learn greetings, to ask and give their names in French, nationalities, the French alphabet, the numbers from 1-60, and how to tell time. The culture will focus on back-to-school activities, the relationship between the Eiffel Tower and the Statue of Liberty, and French-speaking region of Martinique in the Caribbean.

### Outcomes Unit 1

- Students will be able to pronounce the letters of the French alphabet.
- Students will be able to greet each other in the target language.
- Students will be able to ask and give their names.
- Students will be able to count to 60.
- Students will be able to tell time and become aware of the 24-hour clock.
- Students will learn about going back to school in France.
- Students will learn about French monuments such as the Eiffel Tower and our Statue of Liberty.
- Students will become familiar with French regions in the Caribbean.
- Students will be able to say where they are from.
- Students will be able to tell how old they are.

### Summative Assessment

### New Jersey Standards for the Novice-High level

#### 1. *Interpretive mode-*

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**

- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

## **2. *Interpersonal mode-***

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

## **3. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.**

## **Unit 2: Discovering French**

**Summary:** In Unit 2, students will review how to ask and answer their names, and the numbers 1-60. They will learn to pronounce nasal vowels, numbers from 61-100, how to ask the name of another person, members of the family and pets, and how to ask and answer questions about age. They will learn the days of the week and months of the year. The culture will focus on Montreal and the province of Quebec, the relationship between friends and family, and the popular sport of cycling.

### **Outcomes Unit 2**

- Students will be able to pronounce nasal vowels.
- Students will be able to count from 1-100 in French.
- Students will be able to identify members of their family and pets.
- Students will discuss the relationship between friends and family in France.
- Students will learn to say the date.
- Students will be able to ask and answer questions about age.
- Students will be able to locate and talk about the French influence in Montreal and the province of Quebec.
- Students will discuss the popular sport of cycling.
- Students will be able to talk about the weather.
- Students will learn how to use the Euro for currency.

Summative Assessment

### **New Jersey Standards for the Novice-High level**

#### **1. *Interpretive mode-***

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

## **2. *Interpersonal mode-***

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

## **3. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**

- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.**

## **Unit 3: Discovering French**

**Summary: In Unit 3**, students will learn about French food and beverages, to ask and answer if they are hungry or thirsty, to request those same food items at home, to use the new currency of the euro when ordering food in a restaurant, and to identify seasons and weather conditions. The students will learn the correct intonation in asking questions and pronouncing French words. The culture will focus on etiquette in a French café which is a popular meeting place for French teens.

### **Outcomes Unit 3**

- Students will be able to identify popular French food and beverages.
- Students will be able to ask and answer if they are hungry.
- Students will be able to order in a restaurant, asking the price and using the euro.
- Students will be able to ask about the weather and seasons.
- Students will be able to use intonation with questions.
- Students will be able to discuss the cultural significance of a French café.
- Students will be able to describe daily activities.
- Students will be able to ask and answer questions about where others are and what they are doing

### Summative Assessment

### **New Jersey Standards for the Intermediate-Low Learner Range**

#### **7.1. A.: Interpretive Mode-**

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response
- Comprehend brief oral exchanges on familiar oral topics
- Identify familiar people, places and objects based on oral and/or simple written descriptions
- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information
- Recognize common gestures, intonation and other visual or auditory cues of the target culture
- Compare daily practices of people in the target culture with their own.
- Identify distinctive cultural products of the target culture
- Identify aspects of the target culture presented in photographs and videos.

### **7.1. B: Interpersonal Mode-**

- Give and follow simple oral directions, commands and requests for participating in age-appropriate classroom activities.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- Exchange basic information about the main characters, main idea, and setting from age-appropriate culturally authentic selections.
- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and daily classroom interactions.
- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.
- Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture and make comparisons with the U.S.

### **7.1. C: Presentational Mode-**



- Copy/write words, phrases, or simple guided texts on familiar topics.
- Name and label tangible products and imitate practices from the target culture.
- Imitate, recite, and/or dramatize simple skits.
- Present orally or in writing information from age-appropriate, culturally authentic selections.
- Identify and reproduce expressive products typical of the target culture.
- Compare and contrast similarities and differences between tangible products of the target culture and their own.

## **Unit 4: Discovering French**

**Summary:** In Unit 4, students will learn to express their preferences in sports and daily activities, to extend invitations, and to use the regular “er” verbs as well as the irregular verbs “etre” and “faire”, with corresponding expressions. They will learn the format of using two verbs with the same subject. They will learn how to ask questions, and how to answer affirmatively and negatively. They will express how to go to and come from a place. The culture will focus on UNESCO and Senegal in Africa, daily teen life and the school week in France, all of which will be compared to that in the U.S.

### **Outcomes Unit 4**

- Students will be able to talk about popular sports and leisure activities.
- Students will be able to conjugate regular “er” verbs and the irregular verbs “etre” and “faire”.
- Students will be able to use two verbs with the same subject.
- Students will be able to ask “yes/no” and specific questions.
- Students will be able to respond affirmatively and negatively.
- Students will be able to use the prepositions “a” and “de” with locations.
- Students will become familiar with United Nations buildings in Paris, and life in Senegal, Africa.
- Students will compare and contrast school schedules in France and the U.S.

- Students will be able to describe friends.
- Students will be able to tell others about themselves.

## **New Jersey Standards for the Novice-High level**

### **1. *Interpretive mode-***

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4**
- Identify common tangible and intangible cultural products of the target culture(s). **7.1.A.5**

### **2. *Interpersonal mode-***

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations. **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.3.**

### **3. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.5.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**

## Unit 5: Discovering French

**Summary:** In Unit 5, students will learn to describe themselves and their possessions at home and at school. They will use the verb “avoir” in the present and as a helping verb in the past tense. They will use the indefinite and definite articles, and learn the formation and correct position of adjectives of color, nationality and description. They will learn the difference between the expressions “il/elle est” and “c’est”. The culture will focus on the cities of Montpellier and Strasbourg, and the French reliance on transportation such as scooters and smaller cars.

### Outcomes Unit 5:

- Students will be able to describe themselves and their possessions using adjectives.
- Students will learn the correct position of adjectives.
- Students will be able to use the verb “avoir” in the present and passé composé.
- Students will be able to distinguish between indefinite and definite articles and use them correctly.
- Students will recognize the difference between “il/elle est” and “c’est”.
- Students will be able to locate the cities of Montpellier and Strasbourg.
- Students will be able to discuss means of transportation available in France.
- Students will learn how to describe everyday objects.
- Students will be able to describe friends.
  - Imitate, recite, and/or dramatize simple skits.
  - Present orally or in writing information from age-appropriate, culturally authentic selections.
  - Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture.
  - Participate in activities related to special events celebrated in the target culture and make comparisons with the U.S.

## Summative Assessment

### New Jersey Standards for the Novice-High level

#### 1. *Interpretive mode-*

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

#### 2. *Interpersonal mode-*

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

#### 3. *Presentational Mode-*

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.4**