



MIDLAND PARK PUBLIC SCHOOLS  
*Midland Park, New Jersey*  
**CURRICULUM**

**French**  
**Grade 7**

**Prepared by:**  
**Yana Seminara**

*Superintendent of Schools:*  
Marie C. Cirasella, Ed.D.  
*Director of Curriculum, Instruction, & Assessment:*  
June Chang

*Approved by the Midland Park Board of Education on*  
*June 17, 2013*

## **French Grade 7**

### **Course Description:**

French 7 is an introductory course that develops the student's skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to foods, pastimes, customs, etc. This will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, class reports and other media. This course is designed for students with little to no prior instruction in the French language.

### **Suggested Course Sequence**

- Unit 1: Back to School - 34 days
- Unit 2: I am unique - 35 days
- Unit 3: Family and celebrations- 35 days
- Unit 4: Endangered species - 10 days
- Unit 5: School Year - 29 days
- Unit 6: The Great Outdoors - 35 days

## Course Summary/Grade-level Goals

**NOVICE MID:** Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

***Interpretive Mode:*** The **Interpretive Mode** of communication: students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

### ***Interpretive Mode Course Goals:***

By the end of the French 7 school year, students will be able to:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials, such as menus, calendars, weather reports, and genealogical trees, using electronic information sources such as podcast, video-casts, and websites related to targeted themes.
- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- Recognize a few common gestures and cultural practices associated with the target culture(s).
- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

***Interpersonal Mode:*** The **Interpersonal Mode** of communication: Students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or

videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

***Interpersonal Mode Course Goals:***

-Use digital tools, such as blogs, e-mail, and video-conferencing to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

-Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

-Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

-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 or on topics studied in other content areas.

***Presentational Mode:*** The **Presentational Mode** of communication: in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or video-cast, and writing an article for a newspaper.

***Presentational Mode Course Goals:***

-Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation (combination of text, audio, still images, video, interactivity and animation) on targeted themes to be shared virtually with a target language audience.

-Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

-Copy/write words, phrases, or simple guided texts on familiar topics.

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

-Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Overview	
<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 1: Back to School
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level
<b>Unit Summary:</b>	
<p>Students use the target language in the three modes of communication to explore daily school routine in the home and target cultures (i.e. classroom objects, activities, interactions between a teacher and students, interactions between students ). Students will acquire skills of daily interactions in the target language similar to those of students in the target culture. Students will understand that their school setting may in some ways be similar and different from those in some French-speaking countries. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> <li>• <b>Interpretive:</b> They interpret authentic written and video/audio texts such as blogs, e-mail exchanges that focus on school-related interactions in the target culture(s).</li> <li>• <b>Interpersonal:</b> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to daily school routine.</li> <li>• <b>Presentational:</b> They use lists, chunks of language, and memorized phrases to compare daily school routine in the home and target culture(s).</li> </ul>	
<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills
Learning Targets	
<b>Standards: World Languages, Novice-Mid 6-12</b>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life. Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.A.2	Use physical response to demonstrate understanding of classroom routines.
7.1.NM.B.2 7.1.NM.B.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.C.1 7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you talk about today’s date, month and day of the week?</li> <li>• How do you introduce yourself?</li> <li>• What is there in the classroom?</li> <li>• What activities do you do during the class and throughout the school day?</li> <li>• What are classrooms like in various French-speaking countries cultural? How do they compare to those of your community?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> </ul>
<b>Unit Learning Targets</b>	

**Students will be able to demonstrate knowledge of the following skills:**

- Greet others and introduce yourself.
- Ask how someone is.
- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to classroom objects found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Compare school life in the home and target culture(s).

**Students will be able to demonstrate the following concepts:**

- Classroom objects and furniture
- Activities associated with school
- Ordinal numbers
- Question words
- Numbers for telling the date
- Days of the week
- Months of the year
- Expressions associated with parts of the day (i.e. morning, afternoon, evening)
- The structures necessary to:
  - Describe ownership
  - Ask memorized questions related to school activities in the present time frame
  - Answer simple questions related to school activities in the present time frame

**Evidence of Learning**

**Summative Assessment**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

**Interpersonal:** Recorded students interpersonal exchanges. A letter to an e-pal

**Presentational:** Student projects - a poster showing why you want to learn French and your goals

**Equipment Needed:**

Interwrite Board, projector, laptops, you tube, TV5,

**Teacher Resources:**

PC, Language Lab,  
 Bien Dit 1 textbook  
 Bien Dit 1 cahier de vocabulaire et grammaire  
 Transparencies (from a variety of sources)  
 DVD: télévocab  
     Grammavision  
     Téléroman  
     On rappe  
 Teacher created materials to correspond with Bien Dit 1

**Formative Assessments**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Recorded students' exchanges</li> <li>• Vocabulary and grammar quizzes</li> <li>• Mini-skits</li> <li>• Cultural trivia</li> <li>• Listening comprehension activities ( a news cast, a</li> </ul> | <ul style="list-style-type: none"> <li>• Reading comprehension of culturally authentic sources ( a penpal letter, a magazine article)</li> <li>• Information gap interpersonal exchanges</li> <li>• Exit slip (short written response)</li> </ul> |
|--|---|

you-tube video, recorded mini-dialogues)

**Lesson Plans**

Lesson #	Lesson Name	Time frame (5 minutes a day)
1	<b>Géoculture: L'Île-de-France</b> Greeting someone and saying good-bye; asking someone's name and how they are	4 days
2	Use numbers 0-30, Introduce someone; Ask how old someone is	3 days
3	Using subjects and verbs to describe people	2 days
4	Use subjects and verbs, use subjects pronouns.	2 days
5	Learn about schools in a francophone communities	3 days
6	Use structure il y a in statements and negations with classroom objects. Give classroom commands. Ask teacher something	4 days
7	Ask how words are spelled. Ask for someone's e-mail address.	2 days
8	Use indefinite articles and plurals of nouns with classroom objects	2 days
9	Use the verb avoir in negation	1 day
10	Developing listening skills (télé-roman)	2 days
11	Developing reading and writing skills.	2 days
12	Cummulative Review.	2 days
13	Summative assessment (interpretive, interpersonal, presentational skills)	3 days

**Teacher Notes: unit length: 34 days**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

**Unit Overview**

<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 2: I am unique
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level
<b>Unit Summary:</b>	
<p>Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> <li>• <b>Interpretive:</b> They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and preferences.</li> <li>• <b>Interpersonal:</b> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and preferences.</li> <li>• <b>Presentational:</b> They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.</li> </ul>	
<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills

**Learning Targets**

<b>Standards: World Languages, Novice-Mid 6-12</b>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases to identify age, physical characteristics, personality qualities, pastime activities and expressions of likes and dislikes
7.1.NM.B.1 7.1.NM.B.4	Ask and respond to memorized questions about age, physical characteristics, personality qualities, and likes and dislikes using digital tools and face-to-face communication through the target language.
7.1.NM.B.3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
7.1.NM.B.3	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
7.1.NM.C.4	Describe self and others.
7.1.NM.C.1 7.1.NM.C.4	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What kind of person are you?</li> <li>• How do you feel about an activity?</li> <li>• What do you and your friends like to do?</li> <li>• How often do you and your friends do something?</li> <li>• How well does one do something?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</li> </ul>
--	--



- Which activity do you prefer?
- Where do you go to do a sport or a leisure activity?
- What leisure activities are popular among French teenagers?

**Unit Learning Targets**

***Students will be able to demonstrate knowledge of the following concepts:***

- Physical characteristics
- Personality qualities
- Expressions of like and dislike
- Numbers 1-31

The structures necessary to:

- Describe physical qualities and personality qualities
- Express emotions
- Express likes and dislikes
- Tell age (as a memorized chunk)
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences
- Culturally appropriate expressions and gestures to greet and take leave
  - How to raise or lower intonation when asking different types of questions (if appropriate in the target language)

***Students will be able to demonstrate the following skills:***

- Recognize descriptions of people and preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and likes and dislikes using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and likes and dislikes using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, and likes and dislikes.

**Evidence of Learning**

**Summative Assessment (3 days)**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital sources

**Interpersonal:** Recorded students interpersonal exchanges, letter to an e-pal

**Presentational:** Student projects - a digital collage to show what you like. Partner class project

**Equipment Needed:** Interwrite Board, projector, laptops

**Teacher Resources:** PC, Language Lab,  
 Bien Dit 1 textbook  
 Bien Dit 1 cahier de vocabulaire et grammaire  
 Transparencies (from a variety of sources)  
 DVD: télévocab  
 Grammavision

<p style="text-align: center;"><b>Téléroman</b>  <b>On rappe</b>                  Teacher created materials to correspond with Bien Dit 1</p>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Recorded students' exchanges</li> <li>• Vocabulary and grammar quizzes</li> <li>• Mini-skits</li> <li>• Cultural trivia</li> <li>• listening comprehension activities ( a news cast, a you-tube video, recorded mini-dialogues)</li> </ul> <ul style="list-style-type: none"> <li>• reading comprehension of culturally authentic sources ( a penpal letter, a magazine article)</li> <li>• Information gap interpersonal exchanges Exit slip (short written response)</li> </ul>		
Lesson Plans		
Less on #	Lesson Name	Time frame (50 minutes a day)
1	Say what kind of person you are and how you feel about some activities	3 days
2	Ask and speak about likes and dislikes	2 days
3	Agree and disagree	2 days
4	Use definite articles	1 day
5	Use –er verbs	3 days
6	Use irregular plurals	2 days
7	Learn about leisure activities in francophone communities	2 days
8	Ask and say how often you do something	2 days
9	Ask and say how well you do something. Use contractions with à	3 days
10	Use irregular plurals	2 days
11	Using conjunctions	2 days
12	Using Est-ce que	2 days
13	Developing listening and reading skills (Téléroman, "Connections")	2 days
14	Developing reading and writing skills	2 days
15	Cumulative review.	2 days
16	Summative assessment (interpretive, interpersonal, presentational skills)	3 days
<p><b>Teacher Notes: Unit length: 35 days</b></p>		
<p><b>Curriculum Development Resources</b>                  Click links below to access additional resources used to design this unit:</p> <p><a href="http://my.hrw.com">http://my.hrw.com</a>  <a href="http://www.flevideo.com">http://www.flevideo.com</a>  <a href="http://apprendre.tv5monde.com">http://apprendre.tv5monde.com</a>  <a href="http://epals.com">http://epals.com</a>  <a href="http://maryglasgow.com">http://maryglasgow.com</a></p>		

Unit Overview	
<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 3: Family and celebrations
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level
<b>Unit Summary:</b>	
<p>Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> <li>• <b>Interpretive:</b> They interpret authentic written and video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).</li> <li>• <b>Interpersonal:</b> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.</li> <li>• <b>Presentational:</b> They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.</li> </ul>	
<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills
Learning Targets	
<b>Standards: World Languages, Novice-Mid 6-12</b>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.
7.1.NM.B.4 7.1.NM.B.5	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.
7.1.NM.C.1 7.1.NM.C.3	Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.
7.1.NM.C.2 7.1.NM.C.5	Dramatize an authentic song or recite a poem associated with a target culture celebration.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are your family members like?</li> <li>• What do your family members like/dislike to do?</li> <li>• In what seasons do your family like to do certain activities?</li> <li>• What is your favorite family holiday?</li> <li>• What does your family do to celebrate a holiday?</li> <li>• Describe how everyone feels during a celebration?</li> <li>• What holidays are popular in France and Quebec?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will be able to demonstrate knowledge of the following concepts:</i> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Clothing</li> </ul>	

- Names of authentic holidays
- Seasons
- Activities associated with planning , attending, and participating in celebrations
- Structures needed to:
  - Ask and answer questions related to family members
  - Ask and answer questions related to clothing and preferences
  - Ask and answer questions related to when holidays and celebrations occur
  - Describe typical holidays
  - Describe activities that take place during holiday celebrations
  - Compare and contrast celebrations in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
  - Express likes and dislikes
  - State preferences
  - Compare
  - Describe

***Students will be able to demonstrate the following skills:***

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts.
- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Describe celebrations in the home and target cultures.
- Express likes, dislikes, and preferences related to activities associated with celebrations.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Create an invitation related to a target culture celebration.

**Evidence of Learning**

**Summative Assessment (3 days)**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

**Interpersonal:** Recorded students interpersonal exchanges, letter to an e-pal

**Presentational:** Student projects - a digital presentation “My Family Album”

**Equipment Needed:** Interwrite Board, projector, laptops, you tube, TV5

**Teacher Resources:** PC, Language Lab,  
Bien Dit 1 textbook

		<b>Bien Dit 1 cahier de vocabulaire et grammaire</b> <b>Transparencies (from a variety of sources)</b> <b>DVD: télévocab</b> Grammavision Téléroman On rappe Teacher created materials to correspond with Bien Dit 1
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Recorded students' exchanges</li> <li>Vocabulary and grammar quizzes</li> <li>Mini-skits</li> <li>Cultural trivia</li> </ul>		<ul style="list-style-type: none"> <li>Listening comprehension activities ( a news cast, a you-tube video, recorded mini-dialogues)</li> <li>Reading comprehension of culturally authentic sources ( a penpal letter, a magazine article)</li> <li>Information gap interpersonal exchanges</li> <li>Exit slip (short written response)</li> </ul>
Lesson Plans		
Lesson #	Lesson Name	Time frame (50 minutes a day)
1.	Compare the division of Canada into 13 provinces, learn about the Acadian Culture	2 days
2.	Learn about the main points of geography of Canada. Discuss Montreal and compare it to the major cities in the USA	2 days
3	Ask about people	2 days
4	Ask for an opinion, use the verb être	2 days
5	Describe people using the verb être and adjective agreement	3 days
6	Use irregular adjectives	2 days
7	Learn about types of families in a francophone culture, compare to the USA	2 days
8	Identify family members	1 day
9	Ask about one's family using possessive adjectives	2 days
10	Use possessive adjectives to introduce your family	2 days
11	Explain the family relations using contractions with de	1 day
12	Use c'est vs il/elle est to introduce and describe your family members	1 day
13	Talk about family activities in a francophone culture	1 days
14	Talk about what family members like to do in different times of the year	2 days
15	Talk about family holidays in a francophone culture	2 days
16	Talk about how your family celebrates their favorite holiday: what they wear, eat and do	2 days
17	Develop listening and reading skills:	1 day
18	Develop listening, reading and writing skills	1 day
19	Cumulative review.	2 days
20	Summative assessment (interpretive, interpersonal, presentational skills)	3 days
<b>Teacher Notes: Unit length: 35 days</b>		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit: <a href="http://my.hrw.com">http://my.hrw.com</a> <a href="http://www.flevideo.com">http://www.flevideo.com</a> <a href="http://apprendre.tv5monde.com">http://apprendre.tv5monde.com</a> <a href="http://epals.com">http://epals.com</a> <a href="http://maryglasgow.com">http://maryglasgow.com</a>		

**Unit Overview**

<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 4: Endangered species
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level

**Unit Summary:**

Students use the target language in the three modes of communication to explore animal behavior in home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

- **Interpretive:**  
They interpret authentic written and video/audio texts such as blogs, stories, and short clips from movies and television that focus on migratory animal behavior.
- **Interpersonal:**  
They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to animal migration.
- **Presentational:**  
They use lists, chunks of language, and memorized phrases to talk about animal habitats and the reasons that animals migrate, while using culturally appropriate gestures and intonations.

<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills
--	---

**Learning Targets**

**Standards: World Languages, Novice-Mid 6-12**

<b>CPI#</b>	Cumulative Progress Indicator (CPI)
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.1	Copy and write words and phrases to create a multimedia rich presentation describing an endangered species in the home or target culture.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Unit Essential Questions**

- What characteristics does an animal have and why?
- What do animals like/dislike to do?
- Where does an animal live?
- Where is the animal migrating and why?

**Unit Enduring Understandings:**

- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- 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



### Unit Learning Targets

***Students will be able to demonstrate knowledge of the following concepts:***

- Names of endangered animals
- Physical characteristics of endangered animals
- Basic survival needs of endangered animals
- Names of habitats of endangered animals
- Geographical locations where endangered animals may be found
- Weather patterns
- The structures necessary to:
  - Describe animals (e.g. verbs such as to be and to have)
  - Express needs
  - Show possession
- Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals
- Reasons animal become endangered

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
  - Indicate location
  - Give and respond to commands (as memorized chunks)
  - Compare

Express likes and dislikes

***Students will be able to demonstrate the following skills:***

- Recognize names and characteristics of endangered animals contained in culturally authentic materials using electronic information sources.
- Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some endangered animals
- Recognize names of habitats, continents, and countries in which endangered animals live as found in culturally authentic materials from electronic information sources.
- Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources.
- Demonstrate comprehension of brief oral and written messages about endangered animals from culturally authentic materials.
- Imitate appropriate intonation for asking different types of questions about endangered animals.
- Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Use digital tools to exchange information about endangered animals using words and memorized phrases.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Respond to simple questions related to reasons animals migrate using memorized words and phrases.
- Give directions for migration patterns of some endangered animals.
- Compare animals using information included on a graphic organizer.

**Unit Learning Targets*****Students will be able to demonstrate knowledge of the following concepts:***

- Names of endangered animals
- Physical characteristics of endangered animals
- Basic survival needs of endangered animals
- Names of habitats of endangered animals
- Geographical locations where endangered animals may be found
- Weather patterns
- The structures necessary to:
  - Describe animals (e.g. verbs such as to be and to have)
  - Express needs
  - Show possession
- Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals
- Reasons animal become endangered

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
  - Indicate location
  - Give and respond to commands (as memorized chunks)
  - Compare

Express likes and dislikes

***Students will be able to demonstrate the following skills:***

- Recognize names and characteristics of endangered animals contained in culturally authentic materials using electronic information sources.
- Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some endangered animals
- Recognize names of habitats, continents, and countries in which endangered animals live as found in culturally authentic materials from electronic information sources.
- Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources.
- Demonstrate comprehension of brief oral and written messages about endangered animals from culturally authentic materials.
- Imitate appropriate intonation for asking different types of questions about endangered animals.
- Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Use digital tools to exchange information about endangered animals using words and memorized phrases.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Respond to simple questions related to reasons animals migrate using memorized words and phrases.
- Give directions for migration patterns of some endangered animals.
- Compare animals using information included on a graphic organizer.



**Evidence of Learning**
**Summative Assessment (3 days)**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

**Interpersonal:** Recorded students interpersonal exchanges, letter to an e-pal

**Presentational:** Student projects - a digital presentation about an endangered specie in the USA

**Equipment Needed:** Interwrite Board, projector, laptops, you tube, TV5,

**Teacher Resources:** PC, Language Lab,  
<http://www.nationalgeographic.com>  
<http://www.flevideo.com>  
<http://apprendre.tv5monde.com>

**Formative Assessments**

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities ( a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension activities ( a letter from an e-pal)
- Information gap interpersonal exchanges  
Exit slip (short written response)

**Lesson Plans**

Lesson #	Lesson Name	Time frame (50 minutes a day)
1.	Overview of French-speaking countries	1 day
2.	Introduce animal characteristics using examples of domestic animals	1 day
3	Talk about the African Continent, its endangered species, describe the endangered species using the verb <i>etre</i> , <i>avoir</i> , <i>aimer</i> , pronouns <i>il/elle</i> and adjective agreement	2 days
4	Talk about the French Polinesia, its endangered species, describe the endangered species using the verb <i>etre</i> , <i>avoir</i> , <i>aimer</i> , pronouns <i>il/elle</i> and adjective agreement	2 days
5	Talk about Europe, its endangered species, describe the endangered species using the verb <i>etre</i> , <i>avoir</i> , <i>aimer</i> , pronouns <i>il/elle</i> and adjective agreement	1 day
6	Summative assessment: Have students research an endangered species in the USA and present it	3 days
7	Final exam review and assessment: interpersonal interpretive and presentational communication	5 days

**Teacher Notes:** Unit length: 10 days

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 5: School Year
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level
<b>Unit Summary:</b>	
<p>Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> <li>• <b>Interpretive:</b> They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on school life in the target culture(s).</li> <li>• <b>Interpersonal:</b> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.</li> <li>• <b>Presentational:</b> They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s). <b>Students will familiarize themselves with the geographic location, history and culture of the region of l’ Île-de-France</b></li> </ul>	
<b>21<sup>st</sup> century themes:</b>	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills

**Learning Targets**

<b>Standards: World Languages, Novice-Mid 6-12</b>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.
7.1.NM.A.2	Use physical response to demonstrate understanding of classroom routines.
7.1.NM.B.1 7.1.NM.B.4	Ask and respond to memorized questions and exchange information using short sentences about academic and social aspects of school life using digital tools and face-to-face communication through the target language.
7.1.NM.C.1 7.1.NM.C.4 7.1.NM.C.5	Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is your schedule like?</li> <li>• What do you think about a class?</li> <li>• How is your schedule similar and different from that of a French student?</li> <li>• What school supplies do you need?</li> <li>• How much do your school supplies cost?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Immigration changes both the community of origin and the new community.</li> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> </ul>
---	---

- How are your school supplies similar or different from that of a French student?

**Unit Learning Targets**

***Students will be able to demonstrate knowledge of the following skills:***

- Greet others and introduce yourself.
- Ask how someone is.
- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to classroom objects found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Compare school life in the home and target culture(s).

***Students will be able to demonstrate the following concepts:***

- School subjects and schedules
- Activities associated with school
- Ordinal numbers
- Question words
- Numbers for telling the time
- Days of the week
- Months of the year
- The structures necessary to:
  - Ask memorized questions related to school activities in the present time frame
  - Express opinion about school subjects
  - Cultural products related to school
  - Cultural practices related to school

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
  - Express likes or dislikes
  - Give and respond to commands (as memorized chunks)
- Indicate location

**Evidence of Learning**

**Summative Assessment (3 days)**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

**Interpersonal:** Recorded students' interpersonal exchanges. A letter to an e-pal

**Presentational:** Student projects - a documentary of a typical school day

**Equipment Needed:** Interwrite Board, projector, laptops,

**Teacher Resources:** PC, Language Lab,  
 Bien Dit 1 textbook  
 Bien Dit 1 cahier de vocabulaire et grammaire  
 Transparencies (from a variety of sources)

	DVD: télévocab Grammavision Téléroman On rappe Teacher created materials to correspond with Bien Dit 1	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Recorded students' exchanges</li> <li>Vocabulary and grammar quizzes</li> <li>Mini-skits</li> <li>Cultural trivia</li> <li>Listening comprehension activities ( a news cast, a you-tube video, recorded mini-dialogues)</li> <li>Reading comprehension of culturally authentic sources ( a penpal letter, a magazine article)</li> <li>Information gap interpersonal exchanges</li> <li>Exit slip (short written response)</li> </ul>		
Lesson Plans		
Lesson #	Lesson Name	Time frame (50 minutes a day)
1	Ask and respond about classes express an opinion	2 days
2	Compare classes, ask an opinion	2 days
3	Ask what time your classes start	2 days
4	Use <i>-re, -ger</i> and <i>cer</i> verbs to talk about your daily actions in school	3 days
5	Use <i>le</i> with days of the week	1 day
6	Compare your school schedules with that of a typical French student	2 days
7	Ask others what supplies you need and tell what you need using adjective agreement and verb <i>préférer</i>	3 days
8	Inquire about a price, negotiate and buy something using the verb <i>acheter</i>	3 days
9	Use adjectives as nouns	1 day
10	Use agreement with numbers	1 days
11	Develop listening and reading skills	2 days
12	Developing reading and writing skills.	2 days
13	Cummulative Review.	2 days
14	Summative assessment (interpretive, interpersonal, presentational skills)	3 days
Teacher Notes: unit length: 29 days		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit: <a href="http://my.hrw.com">http://my.hrw.com</a> <a href="http://www.flevideo.com">http://www.flevideo.com</a> <a href="http://apprendre.tv5monde.com">http://apprendre.tv5monde.com</a> <a href="http://epals.com">http://epals.com</a> <a href="http://maryglasgow.com">http://maryglasgow.com</a>		

**Unit Overview**

<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 6: The Great Outdoors
<b>Target Course/Grade Level:</b>	Grade 7, Novice – Mid Level

**Unit Summary:**

Students use the target language in the three modes of communication to explore outdoors preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

- **Interpretive:**  
They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on outdoors preferences.
- **Interpersonal:**  
They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to weather, locations and outdoors preferences.
- **Presentational:**  
They use lists, chunks of language, and memorized phrases to talk about outdoors preferences while using culturally appropriate gestures and intonations.

**21<sup>st</sup> century themes:**

Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills X

**Learning Targets**
**Standards: World Languages, Novice-Mid 6-12**

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases to identify weather, locations and outdoors
7.1.NM.A.4	
7.1.NM.B.1	Ask and respond to memorized questions about outdoors activities and likes and dislikes using digital tools and face-to-face communication through the target language.
7.1.NM.B.4	
7.1.NM.B.3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
7.1.NM.B.3	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
7.1.NM.C.4	List culturally specific and personal outdoors activities.
7.1.NM.C.1	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including preferences related to outdoors activities by creating a multimedia presentation.
7.1.NM.C.4	

**Unit Essential Questions**

- What outdoors activities do you and your family like?
- Would you like to do ....?
- How often does someone do something?
- In what type of weather does someone do an outdoor activity?
- Where does one do an outdoor activity?
- What are you going to do (tonight, Sunday morning, etc)?
- What activity have you just done?

**Unit Enduring Understandings:**

- The amount of leisure time available and how it is spent varies among cultures.

**Unit Learning Targets**

***Students will be able to demonstrate knowledge of the following concepts:***

- Outdoors activities
- Expressions of extending and refusing invitations
- Making plans
- Describing weather
- Describing locations

The structures necessary to:

- Question words
- Express willingness/unwillingness
- Adverbs to express how well someone does something
- Verbs used to describe actions in sports
- Make future plans
- Express where one goes to do activities
- Memorized and frequently practiced questions associated with outdoors
- Culturally appropriate expressions and gestures to extend and accept invitations

***Students will be able to demonstrate the following skills:***

- Recognize descriptions weather, locations and outdoors preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to weather, locations and outdoors preferences and outdoors activities using digital tools.
- Answer simple questions related to weather, locations and outdoors preferences outdoors activities using digital tools.
- Use appropriate idiomatic expressions with *avoir* from the target culture.
- Imitate appropriate words and intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe your and other people’s outdoors activities using oral or written text.
- Retell highlights from a culturally authentic children’s text (oral or written) that includes weather, locations and outdoors
- Identify culturally specific outdoors activities.

**Evidence of Learning**

**Summative Assessment (3 days)**

**Interpretive:** Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

**Interpersonal:** Recorded students interpersonal exchanges, letter to an e-pal

**Presentational:** Student projects - a digital presentation about a favorite sport or team

**Equipment Needed:**

Interwrite Board, projector, laptops, you tube, TV5

**Teacher Resources:**

PC, Language Lab,  
 Bien Dit 1 textbook  
 Bien Dit 1 cahier de vocabulaire et grammaire  
 Transparencies (from a variety of sources)  
 DVD: télévocab  
 Grammavision  
 Téléroman  
 On rappe



Teacher created materials to correspond with Bien Dit 1

**Formative Assessments**

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities ( a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension of culturally authentic sources ( a penpal letter, a magazine article)
- Information gap interpersonal exchanges
- Exit slip (short written response)

**Lesson Plans**

Lesson #	Lesson Name	Time frame (50 minutes a day)
1	Geo-cultural focus: The West of France. Discuss the differences between the regions of Western France	2 days
2	Discuss different types of castles	2 days
3	Ask about interests	2 days
4	Ask when someone does an activity; Use verb <i>faire</i>	2 day
5	Use the verb <i>faire</i> ; use question words	2 days
6	Use adverbs to express how well someone does an activity	2 days
7	Learn about leisure activities in francophone communities	2 days
8	Extend an invitation using the activity and a location, accept/ refuse an invitation, talking about the weather	4 days
9	Make plans; Use <i>aller</i> and the <i>future proche</i>	3 days
10	Express what you have just done using <i>venir</i> and <i>passé récent</i>	2 days
11	Using idioms with <i>avoir</i> to express how one feels	2 days
12	Developing listening and reading skills (Téléroman, "Connections")	2 days
13	Developing listening, reading and writing skills	2 days
14	Cumulative review.	2 day
15	Summative assessment (interpretive, interpersonal, presentational skills)	3 days

Teacher Notes: Unit length: 35 days

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>
<http://www.flevideo.com>
<http://apprendre.tv5monde.com>
<http://epals.com>
<http://maryglasgow.com>