



ESL  
SCIENCE  
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ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** World Language

**Course:** French

**Grade Level:** 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Jasmine Akauola, Program Supervisor: World Languages & ESL/Bilingual Programs K-12**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Jennifer Orozco**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**French/Level 1**  
**Grade 7**

Date of Board Adoption:  
**August 27, 2024**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

French Grade 7

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Fundamentals of French - <i>Fondamentaux du français</i>	10 weeks
2	Hello - <i>Bonjour</i>	10 weeks
3	My Family & Friends - <i>Ma famille et amis</i>	10 weeks
4	My Community - <i>Ma Communauté</i>	10 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide students with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining an agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign a peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## ***UNIT OVERVIEW***

**Content Area:** World Language - French

**Unit Title:** Fundamentals - *Fondamentaux du français*

**Target Course/Grade Level:** Level 1 - 7th Grade French

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to the fundamentals of the French language. Students will be reviewing vocabulary by reading, speaking, and writing on topics such as the alphabet, numbers, weather, and calendar by describing/expressing the vocabulary terms. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

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

### **READING:**

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

### **WRITING:**

- 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.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

## **SPEAKING AND LISTENING:**

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

## **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

### **Unit Understandings:**

*Students will understand that...*

- Communicating in a different language is essential in gaining knowledge of other cultures.
- Communicating in the targeted language within the 3 modes of communication will enhance their skills and knowledge.
- Gaining knowledge of reciting and being exposed to vocabulary will open their horizons in learning a different culture.
- Learning fundamentals is the key component to learning a targeted language to enhance their language skills in the next level and/or grade level.

### **Unit Essential Questions:**

- What strategies can I use to learn and recite the French alphabet?
- What can I learn about the French language and culture?
- How can I obtain the targeted language for my future and life goals ?
- How can obtaining a language help broaden my opportunities? (**LGBTQ/D**) (**AAH**) (**HG**) (**AAPI**)
- What skills do I need to learn fundamental vocabulary terms in French?

### **Knowledge and Skills:**

*Students will know...*

- The French Alphabet
- How to verbally say the Numbers 0-20 in French

- The months in a calendar year
- The days of the week in French
- How to say what the weather's like in French
- How to say and describe one's feelings and emotions in French

*Students will be able to...*

- Recognize and recite the French alphabet.
- Comprehend an understanding of school vocabulary words in the targeted language on simple commands given.
- Construct simple phrases utilizing weather vocabulary words.
- Understand and communicate in the targeted language words or phrases from a given text.
- Explain and demonstrate an understanding of describing their own feelings and emotions.  
*(LGBTQ/D) (AAH) (HG) (AAPI)*
- Ask and respond to simple questions using words and phrases in the targeted language.
- Compare and contrast the weather.
- Identify the numbers 1-20 in simple mathematical problems in everyday situations.
- Match pictures to vocabulary words representing the alphabet, weather, and people.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Formative assessments:
  - Exit Tickets
  - Do Now questions
  - Jeopardy games
  - Quizlet
  - Kahoot
  - Padlet
  - Graphic organizers
- Summative assessments:
  - Tests - vocabulary and picture matching, fill in the blank tests, multiple choice, and short response questions to write simple words and phrases.
  - Quizzes - vocabulary, context, modes of communication to demonstrate learning
  - Projects - Google slides presentations on topics taught (weather, alphabet, numbers, days and months of the year) adding descriptive words/phrases and images. Completing a storyboard presentation on the given topics (weather, days and months of the year)
  - Interview assessment, interview another classmate to recite the French alphabet, numbers, and weather.
  - Speaking assessment by reciting vocabulary words/phrases taught in the targeted language.

- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
  - Interpretive listening - students will hear and listen to the French alphabet, numbers from 1-20, weather, and calendar vocabulary words and phrases.
  - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
  - Interpersonal speaking - students will work in pairs or small groups to describe the weather, feelings and emotions, the calendar used in their community using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within their cultural topics.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
  - Creating a poster to illustrate the different types of topics discussed in the fundamental unit.
  - Match pictures with appropriate captions/phrases.
  - Listening to simple vocabulary words and phrases and following a guide/images.
  - Retell a simple story after reading or listening to the passage.
  - Draw and/or label pictures to match the appropriate sentences/phrases.
  - Use a checklist during a listening activity to illustrate comprehension.
  - Creating a storyboard utilizing daily action phrases to gain and understand the alphabet, numbers 1-20, the weather, and feelings/emotions.
  - Fill in the blank questionnaire.
  - Use TPR to show understanding of vocabulary and/or phrases.
  - Students can interpret what their peers are saying as they present in class (mock different topics and actions).
  - Songs to allow students to sing along to memorize and recite vocabulary words/phrases.
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
  - Develop simple conversations to introduce one's feelings and emotions.
  - Give a survey to students on what the weather is like in different parts of France.
  - Discuss and converse the differences and similarities between the French alphabet and the English alphabet.
  - Students can discuss conversations on topics using Flipgrid
  - Describing a picture, person, object, etc. either individually or in pairs.
  - Working in pairs or small groups to compare and contrast.
  - Working in pairs or small groups to create simple phrases to construct a list on the given topic.
  - Give/follow simple directions.
  - Using flashcards to match images to vocabulary/phrases.
  - Students can fill in a calendar in the French language.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
  - "I do, you do, we do" verbally repeating aloud French fundamental vocabulary words
  - Presenting presentations to explain and demonstrate commands with illustrations.
  - Performing TPR with pairs or small groups to show understanding of the topic's actions.

- Giving a list of the alphabet, numbers 1-20, the weather, and calendar vocabulary terms and sharing with peers.
  - Labeling images around the classroom.
  - Role-playing as a weather reporter, explaining the weather throughout the week in the targeted language.
  - Students can make a Flipgrid video to discuss their own feelings and emotions in French.
  - Make a comic strip describing one object for each letter in the French alphabet.
  - Utilizing ChatGPT to create engaging do now activities, allowing students to guess the first letter of each object is in the targeted language.
  - Padlet, students can engage in meaningful conversations.
  - Padlet, to allow students to type out the number term in French.
  - Watching a TED talk episode to listen and recite the French alphabet, numbers, and weather.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
    - Comparing and contrasting the alphabet and numbers using a venn diagram independently and/or in small groups.
    - Creating a poster board that demonstrates the weather their community has been experiencing.
    - Role-playing a skit presents the actions in the given topic.
    - Playing games in the targeted language.
    - Playing Kahoot in the targeted language to show demonstration in the targeted language.
    - Watching a TED talk episode to listen to others speak in the targeted language.

## *RESOURCES*

### **Teacher Resources:**

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Music
- Audio and video files
- Google classroom
- Quizlet
- Kahoot
- TED Talk
- Flipgrid.com
- ChatGPT
- Padlet

### **Equipment Needed:**

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks

- Whiteboard and markers
- Classroom essential materials
- Google Classroom

## ***UNIT OVERVIEW***

**Content Area:** English Language Arts

**Unit Title:** Hello - *Bonjour*

**Target Course/Grade Level:** Level 1 - 7th Grade French

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to greeting people and making introductions in the French language. Students will be reviewing vocabulary by reading, speaking, and writing on topics such as introducing conversations which include their name, age, how they are doing, and themselves. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

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

### **READING:**

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

### **WRITING:**

- 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.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

**SPEAKING AND LISTENING:**

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
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- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

**Interdisciplinary Connections and Standards:****Social Studies:**

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

**Unit Understandings:**

*Students will understand that...*

- Communicating and learning a new language is essential and useful in the future and career opportunities.
- Gaining knowledge in another language other than English is beneficial to communicate with people around the world. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Expressing oneself utilizing simple phrases and sentences will allow students to convey a message.
- Learning French will provide insight on other cultures and parts of the world.

**Unit Essential Questions:**

- What strategies will I use to greet someone properly?
- What is an informal and formal greeting?
- How can I best describe myself and the people in my community?
- What are the essential components to respond on command in the targeted language?

**Knowledge and Skills:**

*Students will know...*

- How to use formal and informal greetings that can be used throughout the day.
- It's important to understand other cultures and their daily routine and self. **(LGBTQ/D) (AAH) (HG) (AAPI)**

- There are people in our community whose daily lives are different from others.
- How to communicate using simple sentences in the targeted language to enhance their skills.
- The simple commands when greeting a person.
- The simple commands to describe themselves using descriptive language in the targeted language.

*Students will be able to...*

- Response on command in simple phrases and sentences in the targeted language.
- Comprehend vocabulary to describe themselves such as *boy, girl, old, young, tall, short, etc.*  
*(LGBTQ/D) (AAH) (HG) (AAPI)*
- Ask simple questions using words and phrases in the targeted language to greet people formally and informally.
- Identify formal and informal greetings and when they are properly used.
- Compare and contrast cultural aspects between different countries and themselves.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Formative assessments:
  - Exit Tickets
  - Do Now questions
  - Jeopardy games
  - Quizlet
  - Kahoot
  - Padlet
  - Graphic organizers
- Summative assessments:
  - Tests - vocabulary and picture matching, fill in the blank tests, multiple choice, and short response questions to write simple words and phrases.
  - Quizzes - vocabulary, context, modes of communication to demonstrate learning
  - Projects - Google slides presentations on topics taught (formal and informal greetings, describing self, and describing others) adding descriptive words/phrases and images. Completing a storyboard presentation on the given topics provided).
  - Interview assessment, interview another classmate to recite formal and informal greetings.
  - Speaking assessment by reciting vocabulary words/phrases taught in the targeted language.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.

- Interpretive listening - students will hear and listen to people having a conversation introducing themselves to others in the French language, listening to people converse using greetings in the targeted language.
- Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
- Interpersonal speaking - students will work in pairs or small groups to describe themselves within their community, converse with others on how to introduce and greet others. Students will converse with others to find similarities and differences within their cultural topics.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
  - Creating a poster to illustrate the different types of informal and formal greetings and introductions.
  - Match pictures with appropriate captions/phrases.
  - Listening to simple vocabulary words and phrases and following a guide/images.
  - Retell a simple story after reading or listening to the passage.
  - Draw and/or label pictures to match the appropriate sentences/phrases.
  - Use a checklist during a listening activity to illustrate comprehension.
  - Creating a storyboard utilizing daily action phrases to describe one's' daily life using descriptive adjectives.
  - Fill in the blank questionnaire.
  - Use TPR to show understanding of vocabulary and/or phrases.
  - Students can interpret what their peers are saying as they present in class (mock different topics and actions).
  - Songs to allow students to sing along to memorize and recite vocabulary words/phrases.
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
  - Develop simple conversations to introduce one's feelings and emotions.
  - Give a survey to students on what is the difference between formal and informal greetings in France.
  - Discuss and converse the differences and similarities between the French language and other cultures and languages used around the world.
  - Students can discuss conversations on topics using Flipgrid
  - Describing a picture, person, object, etc. either individually or in pairs.
  - Working in pairs or small groups to compare and contrast.
  - Working in pairs or small groups to create simple phrases to construct a list on the given topic.
  - Give/follow simple directions.
  - Using flashcards to match images to vocabulary/phrases.
  - Students can fill in to complete a question or sentence in the French language.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
  - "I do, you do, we do" verbally repeating aloud vocabulary words taught in the unit.
  - Presenting presentations to explain and demonstrate commands with illustrations.
  - Performing TPR with pairs or small groups to show understanding of the topic's actions.

- Giving a list of introductions to act it out.
  - Labeling images on how to describe oneself.
  - Role-playing in the targeted language a skit.
  - Students can make a Flipgrid video to discuss how to communicate to others in French
  - Make a comic strip.
  - Utilizing ChatGPT to create engaging do now activities.
  - Padlet, students can engage in meaningful conversations.
  - Padlet, to allow students to type out vocabulary terms in French.
  - Watching a TED talk episode to listen and recite in the targeted language.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
    - Comparing and contrasting greetings and introductions in French independently and/or in small groups.
    - Creating a poster board that demonstrates understanding of two people conversing.
    - Role-playing a skit presents the actions in the given topic.
    - Playing games in the targeted language.
    - Playing Kahoot in the targeted language to show demonstration in the targeted language.
    - Watching a TED talk episode to listen to others speak in the targeted language.

## *RESOURCES*

### **Teacher Resources:**

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Flipgrid.com
- ChatGPT
- Padlet

### **Equipment Needed:**

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

## UNIT OVERVIEW

**Content Area:** World Language - French

**Unit Title:** My Family & Friends - *Ma famille et amis*

**Target Course/Grade Level:** Level 1 - 7th Grade French

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to their family and friends. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as their family members, pets, friends, and their hobbies. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. The unit will also cover basic grammatical concepts such as masculine/feminine nouns and adjectives. Students will learn to make connections with themselves, their home community, and their peers. Students will be able to compare and contrast vocabulary terms they like and dislike while discussing topics on animals and/or pets.

**Approximate Length of Unit:** 10 weeks

## LEARNING TARGETS

### NJ Student Learning Standards:

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

### READING:

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

### WRITING:

- 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.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

## **SPEAKING AND LISTENING:**

**7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

**7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.

**7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.

**7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

## **Career Readiness, Life Literacies, and Key Skills:**

**9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

**9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

**9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

**9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

**9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

**6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

### **Unit Understandings:**

*Students will understand that...*

- Different cultures have different household family members and norms. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Certain animals are considered pets and other animals are not.
- Different cultures eat certain foods based on economic situation or geographical location.
- It's important to acknowledge certain family members and their roles. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- They may have similarities and differences between their family and friends.

### **Unit Essential Questions:**

- How is my family unique and/or different to my peers? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- What cultural norms does my family follow?
- What are some important aspects of family values?
- What are household expectations?

### **Knowledge and Skills:**

*Students will know...*

- How to describe their family members using vocabulary terms taught in class *sœur, frère, maman, papa, grand-mère, grand-père, etc.*

- Family vocabulary terms and phrases, *J'ai deux frères. Dans ma famille \_\_\_\_\_*.
- Animal/pets vocabulary words *chienne, chien, chat, chatte, poisson, amie, ami*
- How to use proper grammatical terms that are feminine and masculine to describe people in their family and friends *feminine: amie, masculine: ami (LGBTQ/D) (AAH) (HG) (AAPI)*
- What type of food is used in their culture and other cultures, *traditional dishes, plats traditionnels*.

*Students will be able to...*

- Identify and recognize members in their family vocabulary words used in speaking and writing *sœur, frère, maman, papa, grand-mère, grand-père, etc*
- Identify and recognize friends and pets vocabulary words using in speaking and writing *chienne, chien, chat, chatte, poisson, amie, ami*
- Understanding of who are family members in the targeted language on simple commands given, *¿Qui fait partie de votre famille? ¿Tu as un frère ou une sœur? ¿D'où viens ta famille? ¿quelle culture pratiquez-vous? ¿Comment valorisez-vous votre famille? ¿Avez-vous un animal de compagnie?*
- Construct simple phrases utilizing family vocabulary words, *Mon frère s'appelle \_\_\_\_, a \_\_\_\_ ans, il aime \_\_\_\_.*
- Explain and demonstrate an understanding of describing themselves and others in the targeted language *Ma famille vient de \_\_\_\_\_. Nous parlons \_\_\_\_\_.*
- Match pictures to vocabulary words representing friends and pets.

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Formative assessments:
  - Exit Tickets
  - Do Now questions
  - Jeopardy games
  - Quizlet
  - Kahoot
  - Padlet
  - Graphic organizers
- Summative assessments:
  - Tests - Integrated Performance Assessments
  - Quizzes - vocabulary, context, modes of communication to demonstrate learning
  - Projects - Google slides presentations on students “My Family/*Ma famille*” adding descriptive words/phrases and images. Working in pairs or small groups to write who is a part of their family on poster board paper and adding images. Completing a storyboard presentation on friends.
  - Interview assessment, interview a friend and discuss how their family culture is similar and different using vocabulary context and illustrations.

- Speaking assessment by reciting all the possible family members in their household aloud individually, with a partner, or in small groups.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
  - Interpretive listening - students will hear and listen to simple regular and irregular verbs/action vocabulary words and phrases.
  - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
  - Interpersonal speaking - students will work in pairs or small groups to describe pets in their life using vocabulary task cards and/or pictures. If they do not have a pet, which one would they wish for and why? Students will converse with others to find similarities and differences within their households' culture/family.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
  - Creating a poster to illustrate the different people in their household (*sœur, frère, maman, papa, grand-mère, grand-père, etc.*)
  - Match pictures with appropriate captions/phrases.
  - Listening to simple vocabulary words and phrases and following a guide/images.
  - Retell a simple story after reading or listening to the passage.
  - Draw and/or label pictures to match the appropriate sentences/phrases.
  - Use a checklist during a listening activity to illustrate comprehension.
  - Creating a storyboard utilizing regular and irregular action phrases.
  - Fill in the blank questionnaire.
  - Use TPR to show understanding of vocabulary and/or phrases.
  - Students can interpret what their peers are saying as they present in class (*mock a family skit*).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
  - Develop simple conversations to introduce their friends to others.
  - Give a survey to students on what their family size looks like.
  - Discuss and converse the differences and similarities between two different family photos from different cultures/countries.
  - Students can discuss their family members and/or friends using Flipgrid.
  - Describing a picture, person, object, etc. either individually or in pairs.
  - Working in pairs or small groups to compare and contrast.
  - Working in pairs or small groups to create simple phrases to construct a pets list.
  - Give/follow simple directions.
  - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
  - "I do, you do, we do" verbally repeating aloud simple hobbies and interests to do with your family and friends.
  - Presenting presentations to explain and demonstrate commands with illustrations.
  - Designing a Google slides presentation to explain their family's traditional food and norms.

- Making a menu of food dishes that are made in a household.
  - Giving a list of family members and sharing with peers.
  - Giving a list of household pets and sharing with peers.
  - Labeling images of places in a house, *chambre à coucher, salle de bain, cuisine, salon etc.*
  - Students can make their own social media account to describe personality and physical traits of their family members.
  - Make a family tree poster.
  - Utilizing ChatGPT to create engaging do now activities on different types of families we see in our culture.
  - Padlet, students can engage in meaningful conversations.
  - Reviewing vocabulary terms and phrases on Kahoot.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
    - Comparing and contrasting cultural family sizes and members using a venn diagram independently and/or in small groups.
    - Creating a poster board that demonstrates cultural norms and cultural food.
    - Role-playing a skit to present understanding.
    - Playing games in the targeted language.
    - Playing Kahoot in the targeted language to show demonstration in the targeted language.

## *RESOURCES*

### **Teacher Resources:**

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Music
- Audio and video files
- Google classroom
- Quizlet
- Kahoot
- TED Talk
- Flipgrid.com
- ChatGPT
- Padlet

### **Equipment Needed:**

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

## ***UNIT OVERVIEW***

**Content Area:** World Language - French

**Unit Title:** My Community - *Ma Communauté*

**Target Course/Grade Level:** Level 1 - 7th Grade French

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to their community. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as communities in other countries, communities in French speaking countries, their own community, and the roles in their community. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

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**9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

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## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

**6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

## **Unit Understandings:**

*Students will understand that...*

- Every community is unique in its own way by representing clothing, weather, culture, values, and norms.
- There are different people that represent and are accepted in a community. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- There are rules and expectations that need to be followed in a community by all individuals.
- Many factors play a role in a community and make up a community. **(LGBTQ/D) (AAH) (HG) (AAPI)**

## **Unit Essential Questions:**

- What are my cultural norms in my community? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- What does my community value?
- What benefits do I bring to my community?
- How is my community different from other countries that speak the target language?
- How can I have a better impact on my community?

## **Knowledge and Skills:**

*Students will know...*

- What makes up a community (*landmarks, attractions, people, culture, language, etc.*)
- How other communities in French speaking countries are like and what is valued.

- Who is a part of a community and what are their norms and values.
- Accepting different people in a community and learning about their culture. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Expressing in descriptive adjectives.
- Community vocabulary in the targeted language.
- How to express their role in their community in the targeted language.

*Students will be able to...*

- Label and identify landmarks in their community in the targeted language (hospital, police station, fire station, post office, train station, school, store, supermarket, etc.)
- Compare and contrast different cultures in different communities.
- Write descriptive short phrases and words in the targeted language to describe their community and others.
- Explain and demonstrate an understanding of describing themselves and others in the targeted language *Dans ma communauté, je \_\_\_\_\_.* *Dans ma communauté, il y a \_\_\_\_\_.* **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Comprehend an understanding of who makes up a community in the targeted language on simple commands given, *¿Qui compose une communauté? ¿Qui sont les travailleurs communautaires? ¿Que voyez-vous dans votre communauté?*
- Construct simple phrases utilizing community vocabulary words, *Le facteur \_\_\_\_\_.* *L'officier de police \_\_\_\_\_.* *Le parc est \_\_\_\_\_.* *L'hôpital est \_\_\_\_\_.* etc.

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Formative assessments:
  - Exit Tickets
  - Do Now questions
  - Jeopardy games
  - Quizlet
  - Kahoot
  - Padlet
  - Graphic organizers
- Summative assessments:
  - Tests - Integrated Performance Assessments
  - Quizzes - vocabulary, context, modes of communication to demonstrate learning
  - Projects - Google slides presentations on students “Community” adding descriptive words/phrases and images. Working in pairs or small groups to write landmarks in their community on poster board paper. Completing a storyboard presentation on careers in their community in the target language.
  - Interview assessment, interview a member in their community (*could be someone who works in their school*), using vocabulary context and illustrations.

- Speaking assessment by reciting community vocabulary terms/phrases aloud individually, with a partner, or in small groups.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
  - Interpretive listening - students will hear and listen to simple community vocabulary words and phrases.
  - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
  - Interpersonal speaking - students will work in pairs or small groups to describe their own community and the community of French cultures using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within their cultural community.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
  - Creating a poster to illustrate the different types of community helpers in your town (*officier de police, sapeurs pompiers, professeure/professeur, factrice/facteur*).
  - Match pictures with appropriate captions/phrases.
  - Listening to simple vocabulary words and phrases and following a guide/images.
  - Retell a simple story after reading or listening to the passage.
  - Draw and/or label pictures to match the appropriate sentences/phrases.
  - Use a checklist during a listening activity to illustrate comprehension.
  - Creating a storyboard utilizing community and cultural community phrases.
  - Fill in the blank questionnaire.
  - Use TPR to show understanding of community helpers and landmark vocabulary and/or phrases.
  - Students can interpret what their peers are saying as they present in class (mock a skit for people in your community).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
  - Develop simple conversations to introduce what is a community and what does a community look like to students.
  - Give a survey to students on what their community looks like.
  - Discuss and converse the differences and similarities between two different cultural communities photos.
  - Students can discuss how they are important to their community using Flipgrid
  - Describing a picture, person, object, etc. either individually or in pairs.
  - Working in pairs or small groups to compare and contrast.
  - Working in pairs or small groups to create simple phrases to construct cultural values/norms presented in their community.
  - Give/follow simple directions.
  - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
  - “I do, you do, we do” verbally repeating aloud community vocabulary words.
  - Presenting presentations to explain and demonstrate commands with illustrations.

- Performing TPR with pairs or small groups to show understanding of values and norms in different communities in French cultures.
  - Giving a list of landmarks within the community and sharing with peers.
  - Labeling images around Rahway's community.
  - Students can make their own social media account to describe community action words/phrases.
  - Making a social media platform on how to better their community.
  - Make a comic strip describing a person 's daily community routine (*Aller au café, aller au supermarché, aller à la bibliothèque etc*).
  - Utilizing ChatGPT to create engaging do now activities in the community they live in.
  - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
    - Comparing and contrasting students' own community with a community in a different county using a venn diagram independently and/or in small groups.
    - Creating a poster board that demonstrates different types of communities, what is most valued in a community, and what you see in your community.
    - Role-playing a skit to present community helpers and their roles.
    - Playing games in the targeted language.
    - Playing Kahoot in the targeted language to show demonstration in the targeted language.

## *RESOURCES*

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