

FRENCH I GRADES 7-9

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 19, 2022 Michael Nitti
Written by: Humanities Department Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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PREFACE

This curriculum guide is intended to provide a vertical and horizontal framework for the World Languages program of The Ewing Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles, and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

Class Instructional Time:

Grades 7 and 8: 41 minutes a day (5 days a week).

Grade 9: 87 minutes a day (5 days a week).

Introduction

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001) and the ACTFL Performance Descriptors for Language Learners (2012). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Low Level:** Students communicate *using words and phrases that are memorized and practiced* when talking about very familiar topics related to self, family, friends, school and home.
- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fisher Middle School Spanish and French Programs

The Middle School Spanish and French language curriculum is both an exploratory program in grade six, and a preparatory program in grades seven and eight. It is designed to increase students' interest and awareness of languages and cultures other than their own. French and Spanish at all levels are taught through cooperative games and interactive participation, as well as frequent usage of online programs such as *Vista Higher Learning* to promote comfort and strength with listening and speaking.

In the sixth grade, all students are exposed to a 22 day introduction of both French and Spanish, initiating their three-year study of a language in middle school. In seventh grade, all students begin the Spanish I or French I curriculum. Curriculum and pacing is designed to meet the needs of the student. Students gradually continue to develop their speaking and comprehension skills of the target language. They also work on a gradual and sequential study of grammar and reading comprehension. Students who have successfully completed the requirements of the French I or Spanish I curriculum by the end of eighth grade may advance to French II or Spanish II in the High School.

In seventh and eighth grades, the French and Spanish Program will participate in a community service program with an overseas school in need. For instance, become involved with disaster relief in Haiti and Chile. New students become acquainted with the area by viewing a video or Internet clip, reading a magazine or newspaper clip. All students can voluntarily bring in school supplies and other items for children who live in the given areas.

Sixth Grade

Sixth grade Exploratory is a quarter course offered to new students who have never taken Spanish or French. Students start from basic language skills such as alphabet sounds, numbers, math problems, days of the week, and months, weather, seasons, classroom commands, school supplies, colors. The culture and geography of French and Spanish-speaking countries is also discussed and compared to American cultures.

Sixth grade language classes are taught primarily in the target language. Students actively participate with physical responses to teacher-led directions and develop aural and oral skills. Classes use skits, games, dialogues, songs and puzzles. Computer activities and websites are suggested to students to increase computer and Spanish skills.

Texts:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord! Vista Higher Learning. New York, NY: 2019

Seventh Grade

In seventh grade, all students begin the Spanish 1 or French 1 curriculum. There are two offerings for these students: Introduction to Spanish/French 1, or Spanish/French 1A.

Introduction to Spanish/French 1 is a semester-long course where students will gain more comfort and confidence in the modalities of listening, speaking, reading and writing in their chosen target language. Students will revisit concepts from the sixth grade course, and then learn all concepts and skills in the first unit of the Spanish 1 course. The emphasis will be on building strength in all four modalities in the language, while beginning to learn the structure, grammar and conventions of the language and realizing their own self-actualization as a bilingual person.

Spanish/French 1A is a semester-long course offered to seventh grade students who chose to expand their level of comfort in the seventh grade Spanish/French program. This course starts from an extensive review of what was covered in sixth grade and will continue to proceed through the first half of the Spanish 1/French 1 curriculum for the balance of the course. Classes are conducted primarily in the target language and students have daily lessons in which they develop strategies in hearing, speaking, reading and listening. They learn to use phrases that help them to express themselves in everyday situations such as greetings, emotions, likes and dislikes, etc. Students are exposed to cultural projects including research on a Latin American/Francophone country, authentic dishes, and handicrafts.

Texts:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord! Vista Higher Learning. New York, NY: 2019

Eighth Grade

In eighth grade, all students continue the Spanish 1 or French 1 curriculum. There are two offerings for these students: Spanish 1A or French 1A, and Spanish 1B or French 1B.

Spanish 1A / French 1A is a semester-long course offered to eighth grade students. This course starts from an extensive review of what was covered in sixth and seventh grade, and will continue to proceed through the first half of the Spanish 1/French 1 curriculum for the balance of the course. Classes are conducted primarily in the target language and students have daily lessons in which they develop strategies in hearing, speaking, reading and listening. They learn to use phrases that help them to express themselves in everyday situations such as greetings, emotions, likes and dislikes, etc. Students are exposed to cultural projects including research on a Latin American/Francophone country, authentic dishes, and handicrafts. Students who successfully complete this course are very prepared for the Spanish/French 1 course at Ewing High School, and are more likely to enjoy success in Years 2 and 3 as well.

The second option, Spanish/French 1B is a semester-long course offered to eighth grade students who successfully complete the seventh grade 1A course. The goal of this course is to complete the foundational work they have been doing in Spanish/French and to provide them with a memorable final year of their middle school career. Vocabulary and grammar skills are further emphasized, while at the same time basic skills, such as listening, speaking, reading and writing are reinforced.

Students have activities using computer technology that allow for individual differences in skills. Students are also involved in other activities such as researching cultural traditions and preparing food. Students who successfully complete the requirements of the eighth grade program will proceed to French 2 or Spanish 2 at Ewing High School in ninth grade. Students will be expected to continue to develop their language skills by actively participating in classroom activities and conversations in French and Spanish. The various activities include skits, oral interviews, spontaneous conversations, French/Spanish films, written descriptions and cultural activities. More attention is given to accuracy in writing in this course. Students are encouraged to use language learning sites that exist on the internet.

Texts:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord! Vista Higher Learning. New York, NY: 2019

Ewing High School Spanish and French Programs

As of September 2020, all students at Ewing High School are encouraged to take a World Language course in ninth grade. All ninth graders who completed the Spanish 1A or French 1A course in eighth grade will enroll in and complete the full year Spanish or French 1 course in ninth grade. While this course satisfies the graduation requirement, all students who successfully complete their ninth grade world language course are strongly encouraged to enroll in the next level of their language in tenth grade. Students who become competent and confident in conversation and reading are more likely to be successful, empathetic and engaged learners, and become eligible for consideration for admission to four-year colleges and universities.

EHS Spanish and French courses include Years 2, 3, 4 and Advanced Placement. Native speakers are evaluated by the staff and supervisor, and placed ahead in the program as appropriate.

Unit 1: Salut! ca va? (Greetings)

Why Is This Unit Important?

This introductory unit will serve to develop a 'mindset' through which students will explore topics and concepts throughout the entire course. The big ideas:

- Greetings/leave takings
- Asking/giving phone numbers
- Introducing someone
- Using the French alphabet
- Numbers from 0-20

Enduring Understandings/Unit Objectives:

- To be able to greet and take leave
- To be able to ask for and give phone numbers
- To be able to introduce someone
- To be able to use the French alphabet
- Student will create dialogues to show use of greetings/leave takings, along with introductions of peers/adults
- Student will identify and ask significant questions to gather information from their peers
- Student will evaluate situations in reference to formal and familiar parts of speech

Essential Questions:

- What are appropriate greetings for peers, adults, etc.?
- How do you introduce friends to teachers and vice versa?
- How do you spell your name and/or vocabulary in French?
- What is your phone number in French or phone numbers of

friends/family? **Acquired Knowledge:**

- Introduce self and peer/adult
- Count to 20
- Recite alphabet
- State phone numbers

Acquired Skills:

- Student will solve simple math problems using numbers in French
- Student will spell basic vocabulary with French alphabet
- Student will understand and utilize nouns and articles in French

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit objective test

Alternative Assessment:

- Greetings project
- Student-designed video dialogues using Canvas Studio or Flipgrid

Instructional Strategies:

- Pair share
- Role playing
- TPR
- Audio listening activities
- Question and answer
- Communication skill building
- Reading activities
- Creative writing
- Video lesson exercises
- Group work
- Dialogues

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
 - www.quizlet.com
 - www.quia.com
 - www.voki.com
 - www.bbc.co.uk/languages
 - www.makebeliefscomix.com
 - www.conjuguemos.com
 - www.tv5monde.com
 - www.kahoot.com
 - www.socrative.com
 - Google Earth
 - Authentic video segments related to culture at www.yabla.com

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
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 - www.quia.com
 - www.voki.com
 - www.bbc.co.uk/languages
 - www.makebeliefscomix.com
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2020 NJSLs:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.7
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2
- 7.1.NH.PRSNT.3

Unit 2: Qu'est-ce que tu aimes faire? (Expressing Likes and Dislikes)

Why Is This Unit Important?

This unit will give students basic understanding of the subject/verb usage in stating opinion about common activities in affirmative and negative sentences. The big ideas are:

- Express opinions in reference to likes and dislikes of pastimes and common student activities
- Verb forms must be changed in accordance to the subject of the sentence

Enduring Understandings/Unit Objectives:

- To be able to express opinions in reference to likes and dislikes of pastimes and common student activities
- To demonstrate how verb forms are changed in accordance to the subject of the sentence
- Student will identify and ask significant questions to gather information from their peers
- Student will compare and contrast music trends and sports interests in France to those in the United States
- Student will express dislike in order to make use of negation

Essential Questions:

- What activities do you like and dislike?
- How much do you like various activities?
- What types of music/sports do you prefer?
- Can you identify cognates?

Acquired Knowledge:

- Identify and use cognates in reading comprehension
- State likes and dislikes of pastimes, sports and music
- Make, accept and decline invitations

Acquired Skills:

- Ask for and give information about pastimes, activities and music
- Use cognates in original sentences
- Understand and utilize subject pronouns and the verb *être*

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit Objective Test
- Final exam

Alternative Assessment:

- Student-designed video dialogues using Canvas Studio or Flipgrid
- Geographical/cultural project

Instructional Strategies:

- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary):
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
 - www.quizlet.com
 - www.quia.com
 - www.voki.com
 - www.bbc.co.uk/languages
 - www.makebeliefscomix.com
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 - www.kahoot.com
 - www.socrative.com
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 - Authentic video segments related to culture at www.yabla.com

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- 7.1.NH.IPRET.7
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- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.1
- 7.1.NH.IPRSNT.2
- 7.1.NH.IPRSNT.3

Unit 3: Au café (Food and Beverages)

Why Is This Unit Important?

This will allow students to discuss food and beverages in a restaurant/café setting. The big ideas are:

- Ordering food/beverage
- Ask and state prices
- Ask and tell time on the hour
- Ask and give state of health

Enduring Understandings/Unit Objectives:

- Student will be able to explain where they are going
- Student will be able to make choices/decisions referencing food/drink
- Student will be able to do monetary conversion from dollars to Euros
- Student will tell at what time they do various activities
- Student will create original dialogue and menu
- Student will develop knowledge of regional food and drink specialties
- To be able to order food and beverages and ask and state prices
- To be able to ask and tell time on the hour
- To be able to ask and give state of health

Essential Questions:

- What do you like to eat/drink?
- What is the cost of ...?
- Where do you prefer to eat?
- At what time do you...?
- How do you feel?

Acquired Knowledge:

- Order food and drink with appropriate vocabulary and levels of courtesy
- State time
- Give health
- State destination
- Give prices in euros using French numbers

Acquired Skills:

- Identify masculine and feminine words in French
- Compute basic math problems with numbers 1-100 in French
- Begin to understand and utilize present tense of regular -er verbs

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit Objective Test
- Final exam

Alternative Assessment:

- Student-designed video dialogues using Canvas Studio or Flipgrid
- Geographical/cultural project

Instructional Strategies:

- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary):
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
 - www.quizlet.com
 - www.quia.com
 - www.voki.com
 - www.bbc.co.uk/languages
 - www.makebeliefscomix.com
 - www.conjuguemos.com
 - www.tv5monde.com
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- 7.1.NH.IPRSNT.3

Unit 4: à l'école (Classroom Objects)

Why Is This Unit Important?

This unit will allow students to integrate their daily routine while comparing it to that of French students.

Enduring Understandings/Unit Objectives:

- To describe daily routines
- To ask and give time throughout the hour
- To express need
- Student will create a schedule as if they were in a school in France
- Student will analyze the structure of the educational system in France and compare/contrast it to the United States
- Student will convert the 12 hour clock to military time

Essential Questions:

- What courses are you taking?
- At what time do your courses meet?
- What do you do on a given day of the week?
- Where is _____ located?
- What items do you have/need?

Acquired Knowledge:

- State exact time in the 12 and 24 hour systems
- Express need
- Identify and tell locations of classroom objects
- List courses in French

Acquired Skills:

- Create a schedule
- Represent similarities and differences between French and U.S. educational systems in Venn diagram
- Forming questions and expressing negation

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit Objective Test
- Final exam

Alternative Assessment:

- Student-designed video dialogues using Canvas Studio or Flipgrid
- Geographical/cultural project

Instructional Strategies:

- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary):
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
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 - www.makebeliefscomix.com
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- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.1
- 7.1.NH.IPRSNT.2
- 7.1.NH.IPRSNT.3

Unit 5: En famille (The Family)

Why Is This Unit Important?

This unit will allow students to identify and describe family members.

Enduring Understandings/Unit Objectives:

- To be able to identify family members
- To ask and give ages
- To be able to describe physical traits
- To describe emotions and character
- To be able to ask and tell dates
- Student will ask and answer questions about family relationships
- Student will create a family tree
- Student will create original sentences using the verb être and adjectives
- Student will identify dates

Essential Questions:

- Who are the members of your family?
- When is your birthday?
- How old are you/your family members?
- How can you (your family members) be described?
- How does the American family differ from the French family?

Acquired Knowledge:

- Identify family relationships
- Describe people and pets
- Tell about their own families
- Give dates (birthdays, holidays)

Acquired Skills:

- To create a family tree
- Represent similarities and differences between French and American families
- To being to understand and utilize the present tense of the verb *avoir*

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit Objective Test
- Final exam

Alternative Assessment:

- Student-designed video dialogues using Canvas Studio or Flipgrid
- Geographical/cultural project

Instructional Strategies:

- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary):
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
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 - www.quia.com
 - www.voki.com
 - www.bbc.co.uk/languages
 - www.makebeliefscomix.com
 - www.conjuguemos.com
 - www.tv5monde.com
 - www.kahoot.com
 - www.socrative.com
 - Google Earth
 - Authentic video segments related to culture at www.yabla.com

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography:
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2020 NJSLS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.1
- 7.1.NH.IPRSNT.2
- 7.1.NH.IPRSNT.3
- 7.1.NH.IPRSNT.5

Unit 6: Nationalité (Nationality and Culture)

Why Is This Unit Important?

This unit will allow students to identify people by nationality and profession. The big ideas are:

- Identify countries and nationalities of French-speaking areas and Europe
- Give professions and French work week
- Describe weather in four seasons

Enduring Understandings or Unit Objectives

- Student will state places of origin with the verb venir
- Student will state professions
- Student will give countries which neighbor France and/or speak French
- Student will describe weather with the verb faire

Essential Questions:

- What countries surround France?
- What is the nationality of ...?
- Which professions interest you and why?
- How does the French work week differ from ours?
- What are the weather conditions in a given season?

Acquired Knowledge:

- The geography of the French – speaking countries and their nationalities
- Common professions (men and women)
- Use of faire in expressions of weather

Acquired Skills:

- Identify countries in maps
- Describe countries' weather in four seasons
- Recognize and utilize prepositions of location
- Recognize and utilize descriptive and possessive adjectives

Assessments:

Formative Assessment:

- Objective listening quizzes and writing tasks
- Speaking evaluations (individual and dialogs)
- Guided practice
- Partner pair-share
- [D'accord!](#) exercises

Summative Assessment:

- Composition
- Speaking Assessment

Benchmark Assessment:

- Unit Objective Test
- Final exam

Alternative Assessment:

- Student-designed video dialogues using Canvas Studio or Flipgrid
- Geographical/cultural project

Instructional Strategies:

- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary):
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)

Supplemental:

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2022: Rubrics for Oral and Written Production

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High
Year 3				
Year 2				1
Year 1	1	2	3	4
Linguistic Complexity	Single words, set of phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.
Vocabulary Usage	Usage of high frequency vocabulary from school setting and content areas	Usage of general language related to the content area; lack of vocabulary may be evident	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident
Language Control	Generally comprehensible when text is copied or adapted from model or source text;comprehensibility may be significantly impeded in original text	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text;comprehensibility may be often impeded by errors when attempting to produce more complex text.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.

ACTFL	Novice Low	Novice Mid	Novice Mid/High	Novice High
Year 3				
Year 2				1
Year 1	1	2	3	4
Comprehensive listening	The student is able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	The student can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. Listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.
Interpretive Listening	Understands individual words. It needs to hear something more than once. They need visual cues such as pictures in order to understand what they hear.	Understands words and phrases. It may need to hear something more than once. It needs visual cues such as pictures, their own knowledge of a topic, and words that are similar to English in order to	The student understands words, phrases and an occasional simple sentence. It may need to hear something more than once. You may need visual cues such as pictures, your own knowledge of a topic	Student likely understands the main idea in short passages on very familiar topics, but rarely the supporting facts. It usually needs to hear the passage more than once. The student may need visual cues such as pictures, their

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High
Year 3				
Year 2				1
Year 1	1	2	3	4
Pronunciation(Text Type Response	Speakers' pronunciation may be unintelligible.	Speakers may be understood with difficulty even by the sympathetic interlocutors accustomed to dealing with non natives	The speaker can sometimes respond in intelligible sentences, but it will not be able to sustain sentence level discourse	The speaker can respond in intelligible sentences, but may be able to sustain sentence level discourse
Sentence Structure (Accuracy)	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate.	Often a rehearsed complete sentence. When responding to direct questions they may say only two or three words at a time or give occasional stock answers	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate. Sometimes a rehearsed complete sentence	Can devise original sentence by replacing a single word/phrase. Struggles to sustain sentence-level discourse.
Usage of Vocabulary (Context/Content) (Global tasks and Functions)	Isolated words or phrases. Require heavy prompting and/or visuals	Sometimes will match correct vocabulary to situation. Require heavy prompting and/or visuals	Functional vocabulary at the ready in all responses. Responds accurately but simply to basic social question.	Substantial vocabulary relating to one context. Manages straightforward social situations well. Can ask a few formulaic questions

Reading

Sample Standards Integration

21st Century Skills & Career Readiness Practices

Standard + Example

CRP4. Communicate clearly and effectively and with reason.

For Example - In Unit 2 Students describe themselves and talk about their daily class schedule. They also describe their classes and teachers as well as state the time each class begins and ends.

CRP10. Plan education and career paths aligned to personal goals.

For Example - In the beginning of the course, students learn the importance of learning Spanish. They discuss how much of an influence Spanish has in the United States and how knowing Spanish can be beneficial in numerous careers.

In Unit 2, students discuss the importance of planning their schedule and selecting courses. They also discuss their future plans and what they can be doing now to assure success in the future.

CRP12. Work productively in teams while using cultural global competence.

For Example - In Unit 2 students work with a partner to identify possible career choices and discuss the importance of learning Spanish to enhance career choices.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

This applies to personal goals and the importance of being fluent in the target language.

Technology Integration

Standard + Example

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events. Students, via various websites, compare and contrast current clothing styles.

Interdisciplinary Connection

Standard + Example

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events.

LGBTQ/Disabilities Resources

[French LGBTQ+ Vocabulary](#)