



DENVILLE TOWNSHIP SCHOOL DISTRICT
French Curriculum Guide
Grades 6-8

Administration

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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Middle School French Curriculum Guide**

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INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes, as well as current events.

DEPARTMENT VISION

It is the firm belief of the Denville Township Schools that multiple language studies can yield rich dividends: greater overall academic achievement, deeper understanding of language structure, vocabulary, syntax and derivation, improved listening and memory skills, increased employment opportunity and - perhaps most importantly - the indispensable ability to communicate across barriers of language and culture. As technology has evolved and opened our lives up to span the globe, it has become a necessity to not only have a means to communicate effectively with people of different countries, but also understand their culture in order to build upon our own.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Student Learning Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

French Courses offered at Valleyview Middle School: see visual p. 33

Grade 6 French: All students will take 1 semester of introductory French

7A- French: First half of High School French 1

8A- French: Second half of High School French 1

High School French 1: (follows Morris Hills Regional District Curriculum)

<https://www.mhrd.org/domain/13>

High School French 2: (follows Morris Hills Regional District Curriculum)

<https://www.mhrd.org/domain/13>

Integrated Accommodations and Modifications

For Students with IEPs, 504s, and/or Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

English Language Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds.

Modes of Communication Within the Curriculum

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Proficiency Levels

Novice-Mid Level Learner (NM): Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice-High Level Learner (NH): 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 Learner (IL): 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 Learner (IM): 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 Learner (IH): Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced-Low Level Learners (AL): Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

French 6
Semester Course
Pacing Guide

Unit 1 5 days	Unit 2 7 days	Unit 3 10 days	Unit 4 10 days	Unit 5 10 days	Unit 6 10 days	Unit 7 11 days	Unit 8 11 days	Unit 9 11 days
Marking Period 1 or 3				Marking Period 2 or 4				

Unit 1 Orientation

Unit 2 Alphabet

Unit 3 Greetings

Unit 4 Numbers 0-69

Unit 5 Days of the Week, Months of the Year

Unit 6 Francophone Nations

Unit 7 Seasons & Weather

Unit 8 Colors & Classroom Objects

Unit 9 Parts of the Body

DENVILLE TOWNSHIP SCHOOL DISTRICT
French Curriculum Guide

Grade: 6

Unit: Orientation

Time Frame: 7 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Communicating in a second language helps us gain knowledge and perspective of other cultures. • Languages can build bridges between people and societies. 		<ul style="list-style-type: none"> • Who and what determines which languages are taught in schools? • How could it be important to learn a second language? 	
KNOWLEDGE	SKILLS		NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL
<p>Students will know:</p> <ul style="list-style-type: none"> • ten reasons a world language is studied (i.e. job opportunities, travel, vocabulary, cultural awareness). • the study of French has influences on fashion, cuisine, travel, etc. • the definition of a Romance Language and that French is one of them. • there are various countries and provinces that speak French and that have French as their official language. • some fields of study have a strong influence from the French language (i.e. technology, culinary restaurant, cosmetics, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore and discuss the importance of studying a world language. • share reasons why the study of French is useful and important. • name the romance languages. • identify industries and fields of study which require French. • identify where French is spoken around the world • analyze where and how one would have a need the need to speak French • compare and contrast the cultural and linguistic differences found in the vast francophone places around the world 		<p>7.1.NM.C.4-5 7.1.IL.C.6 7.1.IM.C.5 9.1.8.A.1-2 9.1.8.D.5 9.3.8.B.3 9.4.I.1-4</p>

sports). • partial cognates or “False Friends” are words or phrases that have one meaning in French but differ in English (i.e. a la mode).		
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INTERDISCIPLINARY CONNECTIONS:

English Language Arts

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Cognates Partial Cognates Various geographic names/terms Various French words used in English vocabulary	Brochure Handouts AATF DVD: When I Study French it Opens my World Pourquoi Take French Rap Video “Etienne”: http://www.youtube.com/watch?v=IvG71pKYmnU	<u>Summative</u> Observation Class Discussion Survey

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Communicating the alphabet in French Spell information to French speaker using the French alphabet 		<ul style="list-style-type: none"> Why would one need to know the French alphabet How could knowing the French alphabet be important to decode French words 	
KNOWLEDGE	SKILLS	NJSLS	
<p>Students will know:</p> <ul style="list-style-type: none"> the pronunciation of the French alphabet. the value and need for the accents in the French language the phonetic spelling of the French alphabet 	<p>Students will be able to:</p> <ul style="list-style-type: none"> spell words using the French alphabet understand words being spelled using the French alphabet differentiate between French/English phonetic spellings 	<p>World Language (standard 7)</p> <p>21st Century Life and Careers (Standard 9)</p> <p>Proficiency Levels NM, NH, IL, IM, IH, AL</p>	
		<p>7.1.NM.C.4-5 7.1.IL.C.6 7.1.IM.C.5</p> <p>9.1.8.A.1-2 9.1.8.D.5 9.3.8.B.3 9.4.I.1-4</p>	
INTERDISCIPLINARY CONNECTIONS:			
<p><i>English Language Arts</i></p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Cognates used for spelling Partial Cognates	Handout www.french.about.com	<u>Summative</u> Observation Pairing activities Class Discussion Survey	
21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12. 	<ul style="list-style-type: none"> Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Effective communication is dependent on spoken and written language. 		<ul style="list-style-type: none"> How do I initiate a conversation in a foreign language when just beginning to learn it? How do I greet people and exchange personal information? Why does it matter if I use a formal or informal greeting? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> how French speakers greet one another (non-verbal). French speakers address one another formally and informally in different situations with different relationships. salutations, greetings, farewells, and asking how one is feeling. basic conversational (formal/familiar) words. titles. where and when greetings are required and how greeting people differs culturally and linguistically between the U.S and France common French first and last names 	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet one another using culturally appropriate gestures. ask how one is feeling and give an appropriate response depending on the situation formally and informally greet a classmate and family member versus an adult or stranger. use title Mr, Mrs, Miss with a last name. say goodbye differentiating between formal and informal ask each other their name formally and informally act out a dialogue formally and informally 	<p>7.1.NM.A.1-5 7.1.NM.B.3-5 7.1.NM.C.4-5 9.1.8.D.3-4</p>	
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
bonjour salut ca va Comment allez-vous? Je m'appelle Comment t'appelles-tu? Comment vous appelez-vous? bien mal tres Je suis fatigüe. comme ci, comme ca a demain a bientôt au revoir merci s'il vous plait pardon-excusez moi de rien monsieur madame/mademoiselle	<u>Ten Basic Units for Middle School French: Unit 2 pg 10</u> <u>Discovering French Bleu DVD</u> <u>Bien Dit DVD (Introductory Lessons)</u> Phonetic handout with pronunciation PowerPoint: Greetings Quizlet.com activities Quia.com activities	<u>Formative</u> Observation Class interview of students Class Discussion Role Play Dialogue HW Practice Flashcards Speaking/listening activities <u>Summative</u> Project: Cartoon Dialogue Oral Assessment Quiz: Written Vocabulary
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. A strong English foundation can assist in learning a second language. 		<ul style="list-style-type: none"> Are numbers a universal language? How do patterns help us to recall the names of numbers in foreign languages? What connections can we make with French and English/Spanish 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> numbers 0-69. basic additions and subtraction between 0-69 the difference between American phone numbers and French phone numbers to give a phone number using the French format 	<p>Students will be able to:</p> <ul style="list-style-type: none"> pronounce, spell, understand the French numbers 0-69. give their age in French. ask a classmate's age. ask and give phone number. add and subtract numbers in French. 	7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4	
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
zero – soixante-neuf Quel est ton numero de telephone? Quel age as-tu?	<u>French is Fun</u> Unit 3 pp 34-36 bingo cards whiteboards balls dice flashcards	<u>Formative</u> Class Discussion Role Play Dialogue Flashcards Puzzles Bingo HW Practice Speaking/listening activities	

		<u>Summative</u> Quiz: Numbers Oral assessment
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 		<ul style="list-style-type: none"> How does communicating about everyday life help me carry on an understandable conversation? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> days of the week months of the year the date format the format to give the birthday of a classmate use today, tomorrow and yesterday vocabulary 	Students will be able to: <ul style="list-style-type: none"> pronounce, understand, and spell the days of the week in French. pronounce the twelve months of the year. give the day and date in French. give the date of their birthday. ask a classmate their birth date. tell which day or month they prefer. give the birthday of a classmate communicate day of the week for today, tomorrow and yesterday 	7.1.NM.A.1,2,4 7.1.NM.B.4	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier fevrier	<u>French is Fun</u> Unit 10 pp 159-166 Songs Kahoot	Formative Birthday tracking sheet Class Discussion Role Play Dialogue	

mars avril mai juin juillet aout septembre octobre novembre decembre J'aime. Je n'aime pas. C'est le sept mai. Aujourd'hui, demain, hier	Quizlet Quia.com <u>Ten Basic Units for Middle School</u> <u>French:Unit 3</u> Calendar poster Flashcards	White Boards Handout Worksheets Flashcards Games matching HW Practice Speaking and listening activities <u>Summative</u> Quiz: Vocabulary Oral Assessment Calendar Project
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Appreciating and understanding the variety of cultures that exist in a society enriches us as a society. 		<ul style="list-style-type: none"> What similarities can you find between our culture and language and other French speaking countries? Why is it called francophone nations and not French speaking nations? What is culture? What is French culture? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> throughout the world, there are many places in which French is spoken. location and borders of France. geographic locations of French speaking countries. there are various ways to travel to and within these nations. some interesting site in various countries. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name at least ten countries where French is spoken and place them on a map of the world. identify some famous attractions in Francophone nations. identify the following in a specific nation: <ul style="list-style-type: none"> location capital flag leader religion currency population climate map of country attractions reasons to visit 	7.1.NM.A.4, 5 7.1.NM.C.4-5 8.1.8.A.5 9.1.8.C.1-3	
<p>INTERDISCIPLINARY CONNECTIONS:</p> <p><i>English Language Arts</i></p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>			

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
various geographic terms (ie. The continents, English Channel) francophone	<u>Ten Basic Units for Middle School French: Unit 1</u> World Map <u>Discovering French Bleu DVD</u> Internet (laptops/library) Mini maps	<u>Formative</u> Class Discussion Map Worksheets Bingo <u>Summative</u> Quiz: Francophone Nations Country Research Project
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> How can I talk about myself and the world around me in another language and be understood by others? What are the geographical differences amongst various francophone nations? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> the four seasons in French. weather expressions typical weather in areas in France, Canada, Haiti. grammatically correct and appropriate ways to convey likes and dislikes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> pronounce, spell, understand, and identify the four season and weather expressions. answer the questions: What is the season? What is the weather like today? give a daily weather report. orally express their favorite season and weather. orally share which season they do not prefer. cite areas in Francophone nations for various weather expressions. 	<p>7.1.NM.A.1, 4 7.1.NM.B.4, 5</p>	
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
le printemps l'ete l'automne l'hiver	<u>Exploring French: Unit 15</u> <u>Discovering French DVD:</u>	<u>Formative:</u> Class Project/Presentation Worksheets	

<p>Il fait beau. Il fait du soleil. Il fait chaud et humide. Il fait du vent. Il fait frais. Il fait froid.</p> <p>Il fait des nuages. Il fait mauvais. Il pleut. Il neige. J'aime. Je n'aime pas. Je deteste.</p>	Weather Unit	Flashcards White Boards HW Practice Speaking/listening activities <u>Summative</u> Quiz: Seasons & Weather
21st Century Themes		21st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
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Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 		<ul style="list-style-type: none"> Can I effectively present a topic and my opinions in French? How does our English vocabulary assist us in learning new vocabulary in a foreign language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> basic colors in French. basic classroom objects in French. 	Students will be able to: <ul style="list-style-type: none"> pronounce, spell, understand and identify basic colors in French. orally share their favorite color. describe various classroom objects by color. identify the colors for the flags of Francophone nations. 	7.1.NM.A.4 7.1.NM.B.2,4 7.1.NM.C.2	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
rouge bleu blanc jaune vert brun noir rose	flags flashcards classroom objects Uno cards crayons/markers color cubes (manipulatives)	<u>Formative</u> Coloring Activity Worksheets Flashcards HW Practice Project:Color by numbers Speaking activity	

violet orange gris De quelle couleur est... le tableau Les drapeau francais ... la porte le livre Ma couleur favorite (preferee) est...		<u>Summative</u> Quiz: Colors
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 		<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> basic parts of the body/face. the words/translation of “Allouette”. descriptive words of body parts including prior knowledge of number and color vocabulary. left and right. basic commands (i.e. show, touch). 	Students will be able to: <ul style="list-style-type: none"> pronounce, spell, understand, and identify body parts. respond to commands asking for body parts (show/tell). state how many body parts they have. label a person. play Simon Says in French taking the role of leader and participant. create your own “monster” following key using body parts 	7.1.NM.A.2,4 7.1.NM.B.2,4 7.1.NM.C.2	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
la tete le cou la main la jambe le pied l'épaule la poitrine le bras	<u>Exploring French</u> Unit 11 pp 70-71 “Allouette” song Twister Simon Says	<u>Formative</u> Class Discussion Flashcards Games/Songs White Boards HW Practice	

l'estomac le genou le dos le derriere les cheveux les yeux (l'oeil) la bouche les dents le nez le visage le doigt Montrez moi. Touchez. Ou est...		<u>Summative</u> Quiz: Parts of the Body Project: Body Poster
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence

French 7A Pacing Guide

Unit 1 10 days	Unit 2 15 days	Unit 3 15 days	Unit 4 20 days	Unit 5 10 days	Unit 6 20 days
Marking Period 1			Marking Period 2		
Unit 7 10 days	Unit 8 15 days	Unit 9 20 days	Unit 10 20 days	Unit 11 25 days	
Marking Period 3			Marking Period 4		

Unit 1 Review 6th grade Skills & Knowledge

Unit 2 Numbers 0-100

Unit 3 Telling Time

Unit 4 People & Introductions

Unit 5 Family & Pets

Unit 6 Bon Appetit

Unit 7 School

Unit 8 My Activities

Unit 9 Find Out Where People Are

Unit 10 Talking About One's Activities

Unit 11 Finding Out Information

DENVILLE TOWNSHIP SCHOOL DISTRICT
French Curriculum Guide

Grade: 7A

Unit: Review of 6th Grade Skills & Knowledge

Time Frame: 2 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves. 		<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? How can I ask question in a foreign language and be understood? How do I greet people using formal and informal expressions? 	
KNOWLEDGE		SKILLS	
		NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know:		Students will be able to:	
<ul style="list-style-type: none"> 6th French Content/Material (review). 		<ul style="list-style-type: none"> review and recall skills and knowledge from sixth grade greet each other, as well as adults. count 0-39 introduce themselves recite the day, date, and weather each day. 	
		7.1.NM.A.1-5 7.1.NM.B.2-4 7.1.NM.C.2,3	
INTERDISCIPLINARY CONNECTIONS:			
<i>English Language Arts</i>			
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY		RESOURCES/MATERIALS	
Je m'appelle..... Comment t'appelles-tu? (see Grade 6 vocabulary)		<u>Discovering French Bleu</u> : Lessons 1-3	
		ASSESSMENT/PROJECT <u>Formative</u> Observation Class discussion Role Play Dialogue Bingo HW Practice	

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. 		<ul style="list-style-type: none"> Are numbers a universal language? How do patterns help us to recall the names of numbers in foreign languages? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> numbers 0 -100. the construction of giving age in the third person singular. Asking the age of a classmate Asking the ages of classmates family members Asking phone number Giving a phone number 	Students will be able to: <ul style="list-style-type: none"> count from 0 – 100 in French. give the ages of their parents use numbers from 0 – 100 in various “real life” situations. spell, pronounce, identify, and understand numbers 0 – 100. play games demonstrating knowledge of numbers 0 – 100. 	7.1.NM.A.4 7.1.NM.B.4	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Numbers zero – cent Quel est ton numero de telephone? Mon numero de telephone est le... Quel age as-tu? J'ai...ans Quel age a? Il/elle aans	<u>Discovering French Bleu:</u> Lesson3 pg 25 <u>Discovering French Bleu</u> WB p23 Bingo cards Dice Uno cards	<u>Formative</u> Class Discussion Worksheets Bingo HW Practice <u>Summative</u> Oral assessment Written assessment	

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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Career Ready Practices	
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly. 		<ul style="list-style-type: none"> Can I carry on an understandable conversation? How can being able to tell time in a foreign language help me engage in a new culture? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> the grammatically correct way to write and tell time in French. the 24 hour clock. Ask at what time events are taking place Answer at what time certain events are taking place Vocabulary of specific events 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use the 24 hour clock to answer the question: What time is it? <ul style="list-style-type: none"> On the hour On the half hour Quarter past the hour Quarter to the hour Minutes before the hour Minutes after the hour tell what time certain events occur. ask for the time or what time an event occurs. pronounce, spell, identify, and comprehend terms of telling time. 	7.1.NM.A.1,2,4 7.1.NM.B.2	
<p>INTERDISCIPLINARY CONNECTIONS:</p> <p><i>English Language Arts</i></p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Quelle heure est-il? Il est..... heures. A quelle heure... la classe le match le rendez-vous le train le cours le film	<u>Discovering French Bleu:</u> Lesson 4 pp 26-30 <u>Discovering French Bleu</u> WB 25,26 <u>Discovering French Bleu</u> video Large Clock and white boards	<u>Formative</u> Observation Class Discussion Worksheets HW Practice <u>Summative</u> Oral assessment Written assessment
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> • How does my understanding of the English language help me learn a second language? • How do I make myself clearly understood when speaking and writing?
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL
<p>Students will know:</p> <ul style="list-style-type: none"> • vocabulary of people. • give names in third person singular. • Communicate nationalities first, second, and third person • vocabulary of nationalities • adjective agreements • appropriate way to point out people. • the definite article. • the indefinite article. • different terms relating to friendship. • male and female versions of a name • facts about the Province of Quebec. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify people, friends, teachers. • use the indefinite articles with the appropriate masculine or feminine nouns and adjectives. • differentiate pronunciation of masculine and feminine adjectives • point out people. • use numbers in daily situations. • Give the names of friends and teachers in the third person. • answer the questions: Who is this? What is his/her name? • share important facts and participate in discussions about Quebec. • Communicate where people are from 	7.1.NM.A.1-5 7.1.NM.B.2-5 7.1.NM.C.3,4
<p>INTERDISCIPLINARY CONNECTIONS:</p> <p><i>English Language Arts</i></p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

VOCABULARY		RESOURCES/MATERIALS	ASSESSMENT/PROJECT
un garçon une fille une femme un homme un ami une amie un copain une copine un prof voila voici Il s'appelle...	Elle s'appelle... le/la Qui est-ce? c'est Je suis (de) Tu es Il est/Elle est Francais/francaise Anglais/anglaise Americain/americaine Canadien/canadienne	<u>Discovering French Bleu</u> : pp 34-43 <u>Discovering French Bleu</u> WB pp 47-50 <u>Discovering French Bleu</u> DVD Bingo cards Uno cards Dice Map of Canada (Quebec) Kahoot Quia	<u>Formative</u> Class Discussion Role Play Dialogue Worksheets Flashcards Bingo Listening activities Video scene <u>Summative</u> Oral assessment Written assessment: # 1-100 Written assessment: vocab lesson Unite 1 lecon a,b,c

21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 		<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> family member vocabulary. domestic pets. cultural differences of families. possessive adjectives: masculine, feminine, singular, and plural. 	Students will be able to: <ul style="list-style-type: none"> identify their family members and pets. give the name, age, and birthday of family members. make a family album describing their family. spell, pronounce, identify, and comprehend family vocabulary. show possession using possessive adjectives in questions and answers. Show possession by using “de” replacing the apostrophe “s” in English 	7.1.NM.A.1,2,4,5 7.1.NM.B.2,4,5 7.1.NM.C.2,3	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Le pere La mere Le frère La soeur Le grand-pere La grand-mere Le cousin La cousine La tante L'oncle Le fils La fille Le mari La femme Le chien Le chat	<u>Discovering French Bleu</u> pp 44-46 <u>Discovering French Bleu</u> WB 51, 52, 54 <u>Discovering French Bleu</u> DVD Lesson 7 <u>French First Year</u> (Blume/Stein) Flashcards PowerPoint slides Family Tree Poster White Boards	<u>Formative</u> Class Discussion Role Play Dialogue Worksheets Bingo White Boards HW Practice <u>Summative</u> Quiz: Family Members Oral assessment Family Album Project Extra Credit Project: Calendar Poster
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me understand. To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. 		<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? Can I use different verbs and new vocabulary in a real world situation? How do meal times and eating habits differ between Americans and French speaking countries?
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL
Students will know: <ul style="list-style-type: none"> fast food vocabulary. food and beverages in French. expressions of hunger and thirst. appropriate ways to ask for price, pay, and use Euro. definite and indefinite articles with objects (masculine and feminine). types of eateries to order fast food and common café foods. polite versus familiar address. likes/dislikes as it relates to food and beverage. 	Students will be able to: <ul style="list-style-type: none"> express that they are hungry or thirsty. order a food or beverage from a café. ask for food or beverage from a friend or family member. address a waiter/waitress. use the indefinite article with foods and beverages. list differences between foods and beverages in the US versus a French café. ask for the price and total of an order. calculate tip and know when it is included in a check. ask to borrow money to pay. state which food they prefer. identify the monetary unit of the Euro and the countries that use it. calculate current exchange rate to the dollar. eExpress “it costs” using masculine and feminine. describe a French Café and tell what part it plays in French culture. 	7.1.NM.A.1-5 7.1.NM.B.2-5 7.1.NM.C.5

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>J'ai faim. Tua as faim? Tu veux...? Qu'est-ce que tu veux? Je voudrai... Donne-moi... S'il te plait un croissant, un sandwich, un steak, un steak-frites, un hamburger, un hot dog, une salad, une pizza, une omelette, une crepe, une glace J'ai soif. Tu as soif? Vous desirez? un soda, un jus d'orange, un jus de pomme, un jus de tomate, un jus de raisin, une lemonade, un café, un the, un chocolat C'est combien? Ca fait combien? Ca fait.... Combien coute...? Il/Elle coute... Prete-moi</p>	<p><u>Discovering French Bleu</u>: pp 56-69 <u>Discovering French Bleu</u> WB pp 73-77 <u>Discovering French Bleu</u> DVD Menus Play food and beverages "Ratatouille" DVD in French Whiteboards</p>	<p><u>Formative</u> Observation Class Discussion Role Play Dialogue Worksheets Flashcards Bingo Whiteboards HW Practice <u>Summative</u> Oral assessment Written assessment: vocabulary Group Project: Food & Drink Café Dialogue Menu for a Café</p>

21 st Century Themes	21 st Century Skills
<p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</p>	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics</p>

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. Actively thinking about what I already know helps me better understand. When reading, looking at pictures, charts, titles and other visual clues will help me better understand. 		<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS		NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary to communicate about the following: <ul style="list-style-type: none"> School supplies Classroom objects Subjects Grading system Classroom commands Sports appropriate ways to express likes/dislikes as it relates to school. masculine and feminine of objects using definite and indefinite articles. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> pronounce, identify, comprehend, and spell school and classroom vocabulary. use definite and indefinite articles with vocabulary. state their subjects and their teachers. fill out their schedule, with times, in French. give the similarities and differences between their school and a French middle school. comprehend and use basic classroom commands. point out personal school related items they own using possessive adjectives. 		<p>7.1.NM.A.1,2,4,5 7.1.NM.B.2,4,5 7.1.NM.C.3</p>
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>ecole, le college, le lycee le professeur une/un eleve la classe Regarde! Ecoute! Parle! Reponds! Repete! Lis! Ecris! prends ouvre ferme Viens! Va! Leve-toi! Assieds-toi! Apporte-moi! Donne-moi. Montre-moi. un crayon, un stylo, un livre, un disque optique, une feuille de papier, un cahier, un devoir, un compact, un CD, un bureau, un tableau, un ordinateur, une tele, une carte, une table, une chaise, une porte, une fenetre Je sais. Je ne sais pas. Je ne comprends pas. Que veut dire...? Comment dit-on... en francais?</p>	<p><u>Discovering French Bleu</u> pp76-83 <u>Discovering French Bleu</u> DVD</p> <p>French schedule and report cards Classroom objects School related belongings/supplies Flashcards Whiteboards Internet</p>	<p><u>Formative</u> Class Discussion School Schedule Activity Worksheets Flashcards Whiteboards HW Practice</p> <p><u>Summative</u> Written assessment: vocabulary & school objects</p>

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12. 	<ul style="list-style-type: none"> Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS		NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL
<p>Students will know:</p> <ul style="list-style-type: none"> • vocabulary to describe various activities. • appropriate ways to offer and receive invitations. • the conjugation of the verb: aimer and the infinitive. • the conjugation of er verbs. • the correct way of writing and speaking negatives. • the conjugation of the verb: devoir (1st person). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare French teenagers with American counterparts. • talk about what they like and dislike to do using basic er verbs. • talk about sports that they play or are interested in. • use the construction of verb + infinitive with like, want, and would like... to do something. • invite a friend to do something. • accept an invitation. • decline politely and use the negative. • dialogue using er verbs. 		<p>7.1.NM.A.1-5 7.1.NM.B.2,4,5 7.1.NM.C.2-5</p>
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>aimer devoir telephoner, parler, manger, danser, nager, jouer, regarder, preferer, ecouter, diner, voyager, etudier, travailler Je veux (bien), Je ne veux pas Je voudrais. Est-ce que tu veux? Peux? Avec moi/toi? Oui, bien sur/merci/d'accord Je regrette mais je ne peux pas. Je dois.</p>	<p><u>Discovering French Bleu</u> pp 88-94 <u>Discovering French Bleu</u> WB pp 105-106</p> <p>PowerPoint PhotoStory</p>	<p><u>Formative</u> Observation Class Discussion Role Play Dialogue HW Practice</p> <p><u>Summative</u> Dialogue Interviews Written Quiz Project: Activities</p>
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
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Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> the conjugation of the verb: etre. various ways to form questions. the formation of a negative. 	Students will be able to: <ul style="list-style-type: none"> compare a French school day to their own. conjugate irregular verb etre in all forms. use the formal versus informal “you”. say where they are from and where others are from. form a question which requires an affirmative or negative answer. construct a negative response (ne...pas). know the date and talk about the French national holiday. 	7.1.NM.A.1-5 7.1.NM.B.2,4,5 7.1.NM.C.3,4	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			

VOCABULARY		RESOURCES/MATERIALS	ASSESSMENT/PROJECT
oui, mais oui bien sur peut-etre mais, non, mais non ici a de et ou avec pour la en classe en vacances	au café a la maison en ville en France au restaurant la bas a + city au cinema je suis nous sommes tu es vous etes il est ils sont elle est elle sont Je ne suis pas. Tu n'es pas	<u>Discovering French Bleu</u> pp 96-103 <u>Discovering French Bleu</u> WB pp 107-108 <u>Discovering French Bleu</u> DVD Lesson 14 PowerPoint <ul style="list-style-type: none"> ▪ Etre Conjugation ▪ Formation of Negative 	<u>Formative</u> Observation Class Discussion Worksheets Whiteboards HW Practice <u>Summative</u> Quiz: Vocabulary Quiz: Etre Conjugation

21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> correct way to conjugate newly introduced er verbs, as well as er verbs from previous units, orally and in writing. Ex. Je parle Tu parle Il/elle parle Nous parlons Vous parlez Ils/elles parlent various adverbs. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> compare and contrast a French party with their own parties. conjugate er verbs in all forms. use an er verb in the present tense versus verb + infinitive construction. tell where Senegal is located and give two major cities. use question words to form/pose a question. interview a classmate and give answers to basic (who, what, where, why, when, how) questions. 	7.1.NM.A.1-5 7.1.NM.B.2-5 7.1.NM.C.3,5	
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
chanter, habiter, inviter, organizer, visiter	<u>Discovering French Bleu</u> pp106-115	<u>Formative</u> Class Discussion	

<p>ne..... pas bien, tres bien, mal, beaucoup, un peu, souvent, toujours, aussi, maintenant, rarement C'est dommage.</p>	<p><u>Discovering French Bleu</u> WB pp 109-112 <u>Discovering French Bleu</u> DVD Lesson 15</p> <p>PowerPoint: Conjugation of er Verbs</p> <p>Classzone website support</p>	<p>Worksheets Whiteboards HW Practice</p> <p><u>Summative</u> Quiz: er Verbs Listening Assessment Charades in Pairs</p>
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices	
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<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> the correct way to use and conjugate the verb faire. appropriate question words. Inversion technique. 	Students will be able to: <ul style="list-style-type: none"> use question words in conjunction with a preposition (with whom, for whom, etc). conjugate irregular verb: faire (to make or do). use the verb faire as an expression. use inversion of subject and verb to form a question which requires an affirmative or negative response. 	7.1.NM.A.1,2,4,5 7.1.NM.B.2,4,5 7.1.NM.C.2,3,4	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Qui Quand A quelle heure Comment Pourquoi Parce que Combien	<u>Discovering French Bleu</u> pp118-124 <u>Discovering French Bleu</u> WB pp 113-115 <u>Discovering French Bleu</u> DVD Lesson 16	<u>Formative</u> Class Discussion Dialogue in Pairs Worksheets HW Practice	

<p>A qui/de qui/avec qui/pour qui Qu'est-ce que Faire un match/une promenade/un voyage/attention Je fais nous faisons Tu fais vous faites Il fait ils font Elle fait elles font</p>		<p><u>Summative</u> Quiz: Verb Faire Project: Friend Interview</p>
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
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Career Ready Practices		
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French 8A Pacing Guide

Unit 1 15 days	Unit 2 20 days	Unit 3 20 days	Unit 4 35 days
Marking Period 1		Marking Period 2	
Unit 5 45 days		Unit 6 45 days	
Marking Period 3		Marking Period 4	

Unit 1 Describing People and Things

Unit 2 Talking about Possessions & Preferences

Unit 3 Describing People

Unit 4 Le Monde Personnel et Familier

Unit 5 En Ville

Unit 6 Le Shopping

DENVILLE TOWNSHIP SCHOOL DISTRICT
French Curriculum Guide

Grade: 8A

Unit: Describing People & Things

Time Frame: 3 weeks

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • Actively thinking about what I already know helps me better understand new cultures. • To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. 		<ul style="list-style-type: none"> • What is culture? What is French culture? • How does my understanding of the English language help me learn a second language? 	
KNOWLEDGE		SKILLS	
		NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> • adjective agreement. • vocabulary relating to people, personal objects, bedroom objects. • gender of objects. • Il y a... 		Students will be able to: <ul style="list-style-type: none"> • discuss the ethnic background of France. • research interesting places to visit in Paris (i.e. Les Champs Elysees, L'Arc de Triomphe, Montparasse). • describe themselves and others making correct adjective agreement. • give name and age (review). • talk about they own (i.e. bag, ipod, cell phone) using correct gender. • tell whether or not their electronic equipment is working. • use "it" masculine or feminine. • state what objects are in their bedrooms and where their locations using prepositions of place. • point objects out around a room. • discuss parking in France. 	
		7.1.NM.A.1,4 7.1.NM.B.2,4,5 7.1.NM.C.3	

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Qui est-ce? Comment s'appelle-t-il/elle? Quel age a-t-il/elle? Comment est-il/elle? une personne un/une camarade un home, une femme, un voisin, une voisine grand(e), petit(e), blond(e), beau, jeune, joli, brun(e), roux, rouse un objet/une chose un sac, un poster/une affiche, une raquette, une guitar, un velo/bicyclette, un scooter, un telephone, un ipod, un appareil- photo, une montre, une calculatrice, une radio, une voiture, une moto Il y a .. Est-ce qu'il y a? Qu'est-ce qu'il y a? Ma chambre une fenetre, une porte, une table, un lit, un bureau, une chaise dans sur sous devant derriere</p>	<p><u>Discovering French Bleu</u> pp 136-145 <u>Discovering French Bleu WB</u> pp 141-144 <u>Discovering French Bleu DVD</u> Lesson 17 PowerPoint: Adjectives/Objects Flashcards</p>	<p><u>Formative</u> Class Discussion Role Play Dialogue HW Practice <u>Summative</u> Quiz: Adjective Agreement Quiz: Vocabulary Project: Bedroom Floor Plan</p>

21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics

8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	Act as a responsible and contributing citizen and employee Apply appropriate academics and technical skills Attend to personal health and financial well-being Communicate clearly and effectively with reason Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Employ valid and reliable research strategies Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership, and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity Work productively in teams while using global cultural competence

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE		SKILLS	
		NJSLS World Language (standard 7) 21st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
Students will know: <ul style="list-style-type: none"> the conjugation of the verb: avoir. avoir expressions: <ul style="list-style-type: none"> age (review) hunger thirst luck hot cold plurals of nouns. usage of definite versus indefinite articles. usage of oui versus si. 		Students will be able to: <ul style="list-style-type: none"> describe what types of things they and their friends enjoy (ie. music, movies, studies) conjugate the verb avoir (to have) in all forms positive and negative. talk about their possessions and whether they own them or not. express name, age, thirst, hunger using avoir. form a plural of nouns previously learned. answer questions using the appropriate oui or si. 	
INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.			
VOCABULARY		RESOURCES/MATERIALS	
j'ai nous avons tu as vous avez		<u>Discovering French Bleu</u> pp 148-157	
		ASSESSMENT/PROJECT	
		<u>Formative</u> Class Discussion	

<p>il a elle a avoir faim avoir soif avoir + ans avoir chaud avoir froid avoir de la chance la musique, la nature, les sports, le camping, le francais, les maths, les sciences, la violence, l'injustice, la liberte, le theatre, le cinema, la danse, la photo si, oui</p>	<p><u>Discovering French Bleu</u> WB pp 145-148 <u>Discovering French Bleu</u> DVD Lesson 18</p> <p>PowerPoint</p> <ul style="list-style-type: none"> ▪ Avoir ▪ Vocabulary <p>Flashcards Whiteboards Classroom Objects</p>	<p>Role Play Dialogue Worksheets Whiteboards HW Practice</p> <p><u>Summative</u> Quiz: Avoir Quiz: Formation of Plurals</p>
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	<p>Act as a responsible and contributing citizen and employee</p> <p>Apply appropriate academics and technical skills</p> <p>Attend to personal health and financial well-being</p> <p>Communicate clearly and effectively with reason</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Demonstrate creativity and innovation</p> <p>Employ valid and reliable research strategies</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership, and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity</p> <p>Work productively in teams while using global cultural competence</p>
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ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. 		<ul style="list-style-type: none"> How does my understanding of the English language help me learn a second language? 	
KNOWLEDGE	SKILLS	NJSLS World Language (standard 7) 21 st Century Life and Careers (Standard 9) Proficiency Levels NM, NH, IL, IM, IH, AL	
<p>Students will know:</p> <ul style="list-style-type: none"> four forms of adjectives and their agreement. adjectives of personality and nationality. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe the personality of a friend(s) using the appropriate agreement for both singular and plural nouns. recall nationalities and now be able to describe with plural subjects. assign a county to nationalities. 	7.1.NM.A.1,4 7.1.NM.B.2,4,5 7.1.NM.C.3	
<p>INTERDISCIPLINARY CONNECTIONS: <i>English Language Arts</i> NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>			
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
amusant, intelligent, inte ^r essant, me ^{ch} ant, bête, sympathique, timide, gentil, mignon, sportif assez tres americain mexicain francais anglais espagnol suisse	<u>Discovering French Bleu</u> pp 160-166 <u>Discovering French Bleu WB</u> pp 149-152 <u>Discovering French Bleu DVD</u> Lesson 19 PowerPoint: Pictures Overhead Transparencies Flashcards Laptops	<u>Formative</u> Class Discussion Worksheets Whiteboards Flashcards HW Practice <u>Summative</u> Project: Written Portrait of a Friend Presentation	

italien canadien japonais chinois	PhotoStory Classzone website	
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
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