



West Windsor-Plainsboro Regional School District
French - Grade 7

Unit 1: La Rentrée (Back to School)	
Content Area: World Language	
Course & Grade Level: French, Grade 7	
Summary and Rationale	
As they return to school after summer vacation, students have new schedules, new teachers, and they meet new friends. During this first unit of study, they will expand their vocabulary and language usage as they explore the theme of school life. At the same time, they will consider how the activities they choose, their personal possessions, and friends define them.	
Recommended Pacing	
40 days	
New Jersey Student Learning Standards for World Language	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Key Ideas and Details	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
WRITING Standard: Text Types and Purposes	
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Standard: Production and Distribution of Writing	
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
Interdisciplinary Standards Social Studies	
6.1.8.HistoryCC.4. d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.CP.1	Compare prices for the same goods or services.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● School-related information makes a statement about a person. ● School life highlights a person's strengths and challenges abilities. ● Possessions reflect individual characteristics, personality, interests, and abilities. ● American and French-speaking teenagers may have possessions that are similar and different. These possessions provide insight into the cultural perspectives of both societies. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can school play a role in discovering who I am? ● How do my strengths and challenges shape my school experiences? ● What do my personal possessions say about who I am? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The names of the classes offered at the middle school ● The times at which these classes take place ● The proper formality with which to address teachers and/or students ● The different classroom objects necessary for their various classes ● Descriptive adjectives ● Necessary vocabulary to build classroom rules and regulations ● Il y a.... and Il n'y a pas de... ● Expressions for likes, dislikes and preferences ● Prepositions of location (sous, sur, derrière, dans, devant, à côté de, en face de) ● Forms of the verbs avoir, être, and other common ER verbs in the present tense (see list for ER verbs) <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk about their school schedule mentioning classes and meeting times for each subject ● Greet teachers using the formal titles (M, Mlle and Mme) and use the tu/vous forms appropriately when addressing others ● Identify and describe the objects they need for their classes ● Describe their teachers, classmates and themselves in detail ● Express their class preferences and elaborate on these opinions ● Indicate the location of personal possessions within their classrooms 	

- Locate classroom objects using prepositions

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. In each unit, an Integrated Performance Based Assessment (IPA) or proficiency based assessments are used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback, and self-reflection.

Possible Assessments:

Interpretive Task Unit 1 La Rentree Scolaire

Interpersonal Task Unit 1 La Rentree Scolaire

Presentational Task Unit 1 Best Teacher of the Year

Resources

Suggested Resources: Discovering French Bleu

- Authentic texts: 1) Une sorcière dans le cartable 2) Il y a un alligator
- Realia: French web sites, authentic schedules (www.education.gouv.fr)
- Visuals: Video clips, posters, flashcards, diagrams, graphic organizers, actual classroom objects, PowerPoint slideshows, etc.

Unit 2: En Ville (In the City)	
Content Area: World Language	
Course & Grade Level: French Grade 7	
Summary and Rationale	
Students continue to explore the similarities and differences between their lives and their French-speaking counterparts in order to gain an understanding of the perspectives of the French people. During this unit, they focus on life in French, American, and major Francophone cities. Students will become aware of how location impacts a person's life-style and daily choices.	
Recommended Pacing	
80 days	
New Jersey Student Learning Standards for World Language	
Standard: Standards for Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

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7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Key Ideas and Details	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Standard: Craft and Structure	
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
WRITING	
Standard: Text Types and Purposes	
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Standard: Production and Distribution of Writing	
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Where a person lives may have an effect on life-style choices. ● Although there are many similarities between life in French-speaking countries and life in the United States, opportunities may vary. These opportunities have the potential to frame a person's life choices and determine his/her future. ● Leisure-time activities and pursuits reflect individual personalities and lifestyles. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does where and how I choose to spend my time reflect who I am? ● Are teenagers the same world-wide? If so, how? If not, why not? ● How do I make myself understood in an unfamiliar situation? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● The names of various locations in a town and their function 	

- The names of people who work in a town including civil servants and shopkeepers as well as what functions they perform
- Vocabulary expressions for giving and asking for directions
- The names of various transportation options and the cultural differences between transportation options/choices in the city vs. the suburbs
- The forms of the following verbs in the present tense: aller, habiter, regarder, visiter, manger, voyager, adorer, détester, acheter, être, and faire (du shopping)
- ALLER and the near future with ALLER.
- The command forms of selected verbs: aller, tourner, traverser, continuer, and arrêter
- Prepositions of location such as sur, devant, derrière, à côté de, près de, etc.
- Transition words for giving direction and/or narrating a travel plan: D'abord, après (ça), ensuite, puis, finalement, enfin, etc.
- Levels of a French building using cardinal numbers

Students will be able to:

- Describe where they live and their neighborhood in a conversation with a friend
- Give/Ask for directions using commands and prepositions
- Plan a trip around Paris
- Identify and describe main monuments and places of interest in Paris
- Interpret a map and help a friend navigate their way around Paris
- Interpret and explain the Parisian subway map
- Describe an apartment building
- Express where they want to go in town and how they want to spend their free time and money
- Compare and contrast their lives with the lives of French-speaking teenagers
- Compare the U.S. and France concerning city vs. suburbs; choices for transportation
- Take part in role playing discussions
- Express possible career options based on their current interests Resources

Evidence of Learning

Assessment

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Possible Assessments:

Interpretive Task Unit 2 En Ville

Interpersonal Task Unit 2 En Ville

Presentational Task Unit 2 En Ville

Resources

Suggested Resources: Discovering French Bleu

- Paris Metro Website www.ratp.fr
- French national train system www.sncf.com
- Nouvelles Frontieres Travel Agency Website www.nouvelles-frontieres.fr
- www.parisinfo.com Official office of tourism for Paris- parking, festivals, activities for all ages, monument info, food options, etc.

Unit 3: Les Vêtements (Clothing/Shopping)

Content Area: World Language

Course & Grade Level: French Grade 7

Summary and Rationale

Clothing is an important part of a teenager's life. As they learn the names of clothing items and how to describe them in French, they will examine how the clothing people choose to wear reflects their personalities and lifestyles. They will compare how they dress to the clothing worn by French-speaking teenagers.

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI) READING Standard: Key Ideas and Details
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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WRITING	
Standard: Text Types and Purposes	
CPI #	Cumulative Progress Indicator (CPI)
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NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The clothes they wear may reflect their personality and send a message to others about their values and lifestyle ● Fashion, although influenced by culture, has many similarities throughout the world 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Does what I wear define who I am? If so, how? If not, why not? ● How does French fashion culture help me to understand more about the French language and culture? ● How has French fashion influenced major cultures around the world? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● The different “looks” that are popular in the French and American cultures ● The different types of stores/ vendors that sell clothing in France ● Vocabulary expressions and functions for buying and selling 	

- How to discuss preference and opinion in regards to fashion and style
- The common prints and fabrics associated with clothing
- How to compare two objects/people (plus, moins, aussi...que)
- How to form questions using the interrogative adjectives quel, quelle, quelles, & quels
- The demonstrative adjective ce, cet, cette, & ces
- How to differentiate between adjectives that come before and after the noun (BANGS)

Students will be able to:

- Answer direct questions using appropriate subject and verb agreement as they interact with teacher and classmates in informal discussions, role play situations, and during brainstorming sessions
- Calculate the exchange between dollars and Euros
- Simulate “purchasing” clothing and accessories using culturally appropriate expressions and gestures
- Give their opinion about clothing using a variety of descriptive adjectives and comparative expressions
- Participate in a fashion show that highlights their personal style

Evidence of Learning

Assessment

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Possible Assessments:

Interpretive Task Unit 3 Le Shopping

Interpersonal Task Unit 3 Le Shopping

Presentational Task Unit 3 Les Voyages & Les Vetements

Resources

Suggested Resources: Discovering French Bleu

- Suggested reading about the evolution of men’s clothing:

<http://www.levetementhomme.fr/histoirevetement-homme/histoire-des-modes-et-du-vetement-homme/>

- Suggested reading about the H&M Clothing store:

<http://www.plurielles.fr/mode/idees-shopping/histoire-desmarques-la-saga-h-m-4324406-402.htm>

- <http://www.kiabi.com/> (This is a 5 star site that categorizes clothing for all ages. You can see color descriptions of the clothing with prices in euros. This site not only takes you through the different “rayons” but it highlights what is on sale as well. (You need to have this site unblocked)

- www.galerielafayette.com Large department store webpage

- www.3suisse.fr Popular clothing company

- French catalogs such as Esprit, 3Suisse, and La Redoute (can be requested on-line)