

# **Monroe Township Schools**



## **Curriculum Management System**

---

**French IA**

**Grade 7**

**July 2006**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: August 2006**

<b>Table of Contents</b>
--------------------------

<b>Monroe Township Schools Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Goals</b>	<b>Page 5</b>
<b>Introduction/Philosophy/Educational Goals</b>	<b>Pages 6</b>
<b>National and State Standards</b>	<b>Page 7</b>
<b>Scope and Sequence</b>	<b>Page 8-9</b>
<b>Goals/Objectives/Instructional Tools/Activities</b>	<b>Pages 10-48</b>
<b>Benchmarks</b>	<b>Page 49</b>

# **MONROE TOWNSHIP SCHOOL DISTRICT**

## **ADMINISTRATION**

**Dr. Ralph P. Ferrie, Superintendent**  
**Dr. Christopher H. Tienken, Assistant Superintendent**  
**Dr. Edward Forsthoffer, III, Assistant Superintendent**

## **BOARD OF EDUCATION**

**Ms. Kathy Kolupanowich, President**  
**Mr. Lew Kaufman, Vice President**  
**Mr. Marvin Braverman**  
**Ms. Carol Haring**  
**Mr. Joseph Homoki**  
**Mr. John Leary**  
**Ms. Kathy Leonard**  
**Mrs. Rita Ostrager**  
**Ms. Amy Speizer**

## **JAMESBURG REPRESENTATIVE**

**Ms. Patrice Faraone**

## **Student Board Members**

**Ms. Gina Antoniello**  
**Mr. Alex Malvone**  
**Mr. George Leonard**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writer's Name:** Peggy Romans

**Supervisor's Name:** Elizabeth Aaron, Supervisor of Humanities

**Technology Staff:** Al Pulsinelli  
Reggie Washington  
Bill Wetherill

**Secretarial Staff:** Debbie Gialanella  
Geri Manfre  
Gail Nemeth

# **Monroe Township Schools**

## **Mission and Goals**

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

## **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

### **Philosophy**

The Monroe K-12 School District recognizes the global environment of our world and the subsequent need for world language skills. French IA will be offered as a world language option to all middle school students in the Monroe K-12 School District. As a planned program of instruction, the course will provide students with an introduction to the French language and an opportunity to develop a basic cultural competency. Although communication skills will be emphasized, students participating in this course will also learn other facets of language study including vocabulary, grammar, idiomatic sayings, proverbs, culture, and geography. Participation in this course will encourage students to become more versatile citizens of a global world by enabling them to communicate with other French speaking citizens.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldview that comes from learning about other cultures and peoples.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities.

### **Educational Goals**

1. To recognize French as a major world language
2. To explore everyday uses for the French language
3. To demonstrate competency in the use of spoken French
4. To compare French and francophone regional differences and dialects
5. To initiate lifelong interest in the French language and French and francophone culture
6. To engage students in real-life situations in which they can utilize the French language
7. To engage students in meaningful activities using the French language

## **New Jersey State Department of Education Core Curriculum Content Standards**

### **A note about World Language Standards and Cumulative Progress Indicators.**

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

[http://www.nj.gov/njded/cccs/s7\\_wl.htm](http://www.nj.gov/njded/cccs/s7_wl.htm)

# Middle School French IA

## Scope and Sequence

### Quarter I

- I. Celebrating Francophone Heritage
  - a. Everyday things – greetings, colors, numbers
  - b. Understanding connections between French and English
  - c. Getting to know the Francophone world
  - d. All about France
  - e. Talking about my family and my heritage

### Quarter II

- II. A Matter of Time
  - a. The calendar, seasons and weather
  - b. Eating in a French cafe
  - c. Telling time
  - d. Asking questions
  - e. What do people do with their time
  - f. Quebec in the winter
  - g. Beginning the writing process



## Quarter III

### III. Strictly Personal

- a. Expressing likes, dislikes and wishes
- b. Sports and Leisure activities
- c. Africa – literature, culture, crafts
- d. Using verbs – asking questions, saying no
- e. All about technology
- f. The geography of France

## Quarter IV

### IV. Strictly Personal

- a. School in France and the U.S.
- b. Talking about my possessions in school and at home
- c. Describing people and things
- d. Using prepositions
- e. French in the tropics – Haïiti, Martinique, Guadeloupe
- f. Using the writing process

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French 1A	Goal 1: The student will be able to interact appropriately in social situations, recognize and understand connections between French and English	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	1.1. Greet others, introduce themselves and others, say good-bye, ask/tell how you are (7.1.N.A.2,4; 7.1.N.B.2,3,4; 7.2.N.A.1; 7.2.N.B.1) 1.2. Use 6 adverbs correctly in simple sentences (7.1.N.A.3,4) 1.3. Recite the French alphabet (7.1.N.C.1) 1.4. Count from 1-10, write the numbers 1-10 (7.1.N.C.1) 1.5. Distinguish between the use of tu and vous (7.1.N.A.2; 7.1.N.B.2,3; 7.2.N.A.1; 7.2.N.B.1) 1.6. Understand and execute classroom commands (7.1.N.A. 1; 7.1.N.B.1) 1.7. Sing French comptines (7.1.N.C.1; 7.2.N.C.2) 1.8. Tell several rationales for the study of a second language, specifically French (7.2.N.A.4) 1.9. Recognize cognates and false cognates (7.1.N.A.5) 1.10. Use a bilingual dictionary to create a cognate abécédaire (7.1.N.C.1,2) 1.11. Ongoing-recognizing student birthdays and French customs associated with birthdays/fêtes (7.1.N.C.1; 7.2.N.C.2,3)	<ul style="list-style-type: none"> <li>Why study French?</li> <li>How are French and English similar or different? (Students complete an activity where they are asked to draw a window, a loaf of bread and a washcloth. They will then compare a French person's visualization of these and other common items and their own American /English view of the world. Aside from the obvious translation differences, the same words or even cognates can have different representations culturally as well.)</li> <li>What's a cognate and how can it help me speak French? (Write several sentences on the board or a transparency such as <i>La salade est délicieuse</i>, so the students can see that French isn't such a foreign language after all!)</li> </ul> <p>Use TPR (Total Physical Response) to present classroom commands and build the foundation for vocabulary acquisition, modeling how verbs work, especially the imperative and encourage student to student communication.</p>	<ul style="list-style-type: none"> <li>Discovering French BLEU - Leçon 1A, Introduction Culturelle, Images Unité 3</li> <li>Text program – CD, DVD, workbook</li> <li>TPR</li> <li>Teacher prepared flashcards</li> <li>Student whiteboards</li> <li>French-English dictionary</li> <li>Tapes/CDs of French comptines</li> <li>List of common francophone names</li> </ul> <p><b>Learning Activities/Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Students respond orally to questions asking their name, how they are.</li> <li>When given a person's name student will tell if the familiar or formal "you" must be used.</li> <li>Students spell words on a whiteboard as teacher dictates the alphabet, only words without accents will be used.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Students work in pairs researching and preparing a cognate ABC book.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	<u>Grade Level/Subject:</u> Grade7/French 1A	<u>Goal 1:</u> The student will be able to interact appropriately in social situations, recognize and understand connections between French and English	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>Scenario: You're meeting the new French exchange student for the first time, say hello, introduce yourself, ask how they are and say good-bye.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Students play hopscotch.</li> <li>Students sing the alphabet.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French IA	Goal 2: The student will be able to ask/tell others' names and how they are, describe things using colors and numbers, begin to develop an understanding of the francophone world	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>2.1. Give/ask for other people's names, tell/ask how they are (7.1.N.A.1,3,4;7.1.N.B.2,3,4;N.C.1; 7.2.N.A.1;N.B.1)</p> <p>2.2. Recite, use, spell numbers 1-60 (7.1.N.A.1,3;N.B.2;N.C.2)</p> <p>2.3. Identify/spell 12 colors (7.1.N.A.1,3;N.B.2;N.C.2)</p> <p>2.4. Integrate the French alphabet into spelling and writing activities (7.1.N.A.1;N.C.2)</p> <p>2.5. Name the 5 accents in French and relate them to phonics and spelling (7.1.N.A.1;N.B.2;N.C.1)</p> <p>2.6. Locate France on a world map (7.2.N.A.2,4)</p> <p>2.7. Compare/contrast things that identify France with their American counterparts (flag, money, population, land mass) (7.2.N.A.1,2,4;N.C.2)</p> <p>2.8. Recite, use, spell numbers 21-30 (7.1.N.A.1,3;N.B.2;N.C.2)</p> <p>2.9. Classify the francophone world by continents, countries, flags (7.1.N.A.1,3,5;N.B.1;N.C.2,4;7.2.N.A.4)</p> <p>2.10. Solve math problems in French using numbers 1-60 (7.1.N.A.1,5;N.B.4)</p>	<ul style="list-style-type: none"> <li>How do we give information about other people? (expand from using the you/I question/answer format to he/she)/he/she), you/we, they/they)</li> <li>How can we describe France in a nutshell?</li> <li>Why do they speak French on 5 continents? (explore colonization as the genesis for the francophone world as we know it today, the French space program in South America, the French in Indochina)</li> <li>How many are there and what color are they? (use colors to describe any objects in the classroom, routinely count people and things)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Introduction culturelle, Leçons 1A, 1B, 1C</li> <li>Text program – CD, DVD, workbook</li> <li>Colors flashcards</li> <li>Maps</li> <li>Francophone country flag flashcards</li> <li>Realia including euros</li> <li>Student whiteboards</li> <li>Internet</li> <li>TPR</li> </ul> <p><b>Learning Activities/ Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Complete listening comprehension activities where students identify a color swatch when they hear the color, play modified (up to 60) bingo, identify numbers in sentences.</li> <li>Give a dictée for colors and numbers.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Work in groups to prepare posters of the francophone world including countries, capitals, flags, languages other than French spoken.</li> </ul>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> <b>Grade 7/French IA</b>	<b>Topic: Celebrating Francophone Heritage</b>	
		<b>Goal 2:</b> The student will be able to ask/tell others' names and how they are, describe things using colors and numbers, begin to develop an understanding of the francophone world	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>• Conduct a survey of the class mood, asking how everyone is.</li> <li>• Scenario: You're on vacation in Disneyworld. There are a lot of teenagers at the pool in your hotel, introduce yourself to one of them, find out how things are going, ask for their nationality.</li> <li>• Ongoing assessment for all objectives – speaking test using ACTFL oral proficiency based rubrics.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Present results of survey as a pie or bar graph using percentages.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French IA	Goal 3: The student will be able to differentiate between heritage and nationality, tell where they were born, where they live, give their nationality and heritage	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>3.1. Tell the country and name cities of the country when shown the national flag (7.1.N.A.3;N.B.3;N.C.2;7.2.N.A.4)</p> <p>3.2. Give the city and country where they were born (7.1.N.B.3;N.C.2)</p> <p>3.3. Tell their nationality and their heritage distinguishing between the two (7.1.N.B.3;N.C.2;7.2.N.C.1)</p> <p>3.4. Use nationalities as adjectives understanding the concept of gender and how it can affect a word (7.1.N.A.3,4;N.B.3;N.C.2)</p> <p>3.5. Tell where they live (7.1.N.B.3;N.C.2)</p> <p>3.6. Recognize and memorize (orally and in writing) all forms of the irregular verb être (to be) (7.1.N.A.1,2,3;N.B.3)</p> <p>3.7. Understand the relationship between verbs and their subjects (7.1.N.A.1,4,5)</p> <p>3.8. Categorize a verb by its subject, number, person (7.1.N.A.1,4,5)</p> <p>3.9. Ongoing throughout Level IA – French phonics, the International Phonetic Alphabet for comparing and contrasting and the use of dictées as spelling tests (7.1.N.A.1,4,5)</p>	<ul style="list-style-type: none"> <li>What's the difference between my nationality and my heritage? (Where was or would your passport be issued, do they talk about heritage as much in France as in the U.S.?)</li> <li>Why do verbs have patterns? (Use colors and shapes to draw out verb patterns, compare to English, why don't we always see the patterns in our native language?)</li> <li>What is the IPA? (distribute copies of the International Phonetic Alphabet, refer to it before dictées and when using the dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Francophone country flags flashcards</li> <li>Information gap activities</li> <li>Student created être flash cards</li> <li>Être sentence strips</li> <li>TPR</li> <li>Internet</li> <li>Discovering French BLEU – Leçon 6, 11</li> <li>Text program – CD, workbook</li> <li>On y va Teacher's Edition – phonics,dictées</li> </ul> <p><b>Learning Activities/ Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Identify countries and nationalities when shown a flag.</li> <li>Tell the city or country that famous people are from.</li> <li>Distinguish between forms of the irregular verb être in a listening comprehension exercise.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Work in pairs with color coded sentence strips to create sentences focusing on gender of subject pronouns and adjectives of nationality.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 3:</u> The student will be able to differentiate between heritage and nationality, tell where they were born, where they live, give their nationality and heritage	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>Scenario: Your father works for an international company and you are at the annual company picnic, ask the kids that you meet where they live at the moment, where they were born and what their nationality is.</li> <li>Make a passport based on an authentic model.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Create and present individual posters telling where you were born, where you live, your nationality and your heritage.</li> </ul>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 7/French IA	Topic: Celebrating Francophone Heritage/A Matter of Time	
		Goal 4: The student will be able to name and write the days of the week, months and seasons of the year, tell the current date and dates of specific events (personal, cultural and historical), tell/ask for age	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	4.1. Recite the days of the week (7.1.N.C.1,2) 4.2. Recite the months of the year (7.1.N.C.1,2) 4.3. Recite the seasons of the year (7.1.N.C.1,2) 4.4. Diagram the relationship between the days, months and seasons (7.1.N.B.1,2;N.C.1.2) 4.5. Write the days, months and seasons (7.1.N.C.1,2) 4.6. Give/ask for someone's age and birthday (7.1.N.A.2,4;N.B.2,3;N.C.2) 4.7. Research and report on francophone holidays, comparing them to American holidays, discussing the seasonal nature of some holidays (7.2.N.A.1,4;N.B.2;N.C.1,2,3)	<ul style="list-style-type: none"> <li>How are French and American calendars different? (French calendars begin on Monday, capitalization rules are different for days and months)</li> <li>What is an idiomatic expression? (understanding what an idiomatic expression is will help students see why word for word translation is not always successful)</li> <li>What do the French celebrate? (birthdays vs. feast days, What holidays do we all celebrate? Are the traditions the same? What holidays are typically French?)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 2C, 4B, 4C, 6</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Calendars</li> <li>TPR</li> <li>French songs relating to days, months, seasons</li> <li>Internet, library resources</li> </ul> <p><b>Learning Activities/Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Respond to oral questions by identifying months in a season, numbers of days in a week, months in a year, name days in the weekend etc.</li> <li>Written quiz on days, months, seasons.</li> <li>Compare French and American calendars.</li> <li>Use the internet <a href="http://www.lafete.net">www.lafete.net</a> to research holidays in francophone countries.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Class works in groups by months to create a year long calendar to be labeled with class events/birthdays/holidays etc.</li> <li>Use the internet to do group research on</li> </ul>



Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> <b>Grade 7/French IA</b>	<b>Topic: Celebrating Francophone Heritage/A Matter of Time</b>	
		<b>Goal 4:</b> The student will be able to name and write the days of the week, months and seasons of the year, tell the current date and dates of specific events (personal, cultural and historical), tell/ask for age	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>francophone/French holidays by month using teacher generated rubrics.</p> <ul style="list-style-type: none"> <li>• Conduct student to student questioning about age, favorite days, months, seasons.</li> <li>• Use a Venn diagram to compare holidays that are celebrated in francophone countries and the U.S.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Create and present songs or poems to use as memory aids for new vocabulary.</li> <li>• Present Venn diagrams and/or internet research.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 5: The student will be able to describe family and friend relationships, write complete sentence, understand and correctly apply the use of gender	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	5.1. Name members of their own family (7.1.N.C.2;7.2.N.A.1) 5.2. Tell about their friends and acquaintances (7.1.N.C.2;7.2.N.A.1) 5.3. Categorize people by their relationship to the student instead of their name (7.1.N.A.3;N.B.1,3;N.C.2) 5.4. Distinguish gender using the indefinite articles un/une/des when talking about family members (7.1.N.A.1,3,4) 5.5. Use possessive adjectives mon, ma, mes and ton, ta, tes to talk about family members (7.1.N.A.1,3;N.B.3,4;N.C.1,2) 5.6. Ask others if they know someone (7.1.N.B.2,3,4) 5.7. Ask who someone is (7.1.N.B.2,3,4) 5.8. List and name 5 domestic pets (7.1.N.B.2,3,4) 5.9. Recognize and memorize (orally and in writing) all forms of the irregular verb avoir (to have) (7.1.N.A.1,2,3;N.B.3) 5.10. Write complete sentences using family related vocabulary (7.1.N.C.1,2)	<ul style="list-style-type: none"> <li>How can an inanimate object be masculine or feminine? (build on the concept of gender from the concrete: brother is masculine, sister is feminine, to the abstract pencil is masculine, eraser is feminine. It could be worse – German has 3 genders!)</li> <li>Are French families just like American families? (French families are less likely to welcome outsiders to the extent that Americans do, family usually includes the extended family in France, family members are usually geographically closer in France)</li> <li>What can dogs do in France that they can't do in the U.S.? (dogs frequently seen in restaurants, stores, malls in France)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 2A, 2B, 2C, 10</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Student-made family puppets</li> <li>Transparencies</li> <li>Vocabulary flash cards</li> <li>Avoir flash cards</li> </ul> <p><b>Learning Activities/Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Follow TPR commands using family puppets.</li> <li>Students identify a family member or friend after listening to descriptions including relationships.</li> <li>Identify a family member after reading a description.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Working in pairs, give another student directions to draw a picture of your family.</li> <li>Scenario: You've been invited to a sleepover party. You've never been to this person's house before. Find out how many brothers and sisters they have, their names and ages.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 5:</u> The student will be able to describe family and friend relationships, write complete sentence, understand and correctly apply the use of gender	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>• Write a letter to your host family describing your family.</li> <li>• Create a family tree to present.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 6: The student will be able to name/describe authentic beverages/food in a French café, order in a café	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	6.1. Name/describe authentic beverages and food in a French café (7.1.N.A.3;N.B.3;N.C.2;7.2.N.C.1) 6.2. Order in a café or other French restaurant (7.1.N.A.1,2,3,4;N.B.1,2,3,4;N.C.1;7.2.N.A.1,4;N.B.1,2;N.C.1) 6.3. Ask for prices or the check and pay (7.1.N.A.1,2,3,4;N.B.1,2,3,4;N.C.1;7.2.N.A.1,4;N.B.1,2;N.C.1) 6.4. Express personal needs such as hunger or thirst, being hot or cold, tired (7.1.N.A.1;N.B.1,2,3,4;N.C.1,2) 6.5. Interpret menus and recipes (7.1.N.A.3;N.B.5;N.C.4;7.2.N.A.4;N.C.2)	<ul style="list-style-type: none"> <li>What if I don't like escargots? (students research stereotypical French foods and alternatives, eating at home vs. restaurants.)</li> <li>What's the difference between Starbucks and a French café? (students explore the cultural significance and unique qualities of a French café)</li> <li>What's so special about French bread?</li> <li>Quality vs. Quantity or Why are there no Old Country Buffets in France?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 3A, 3B, 3C</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Vocabulary flash cards</li> <li>Realia – Orangina bottles, menus, recipes, coasters from cafés, euros, etc.</li> <li>Transparencies</li> <li>Videos of French café scenes</li> <li>Sentence strips</li> <li>French breakfast foods</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Read a scene that takes place in a café from an authentic text. Answer written and oral comprehension questions.</li> <li>Decipher a menu from a French restaurant.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Scenario: You're sitting with a friend in a cafe in Paris. You tell each other that you're hungry and thirsty but can't decide what to order. Make suggestions to each other until you decide, call the waiter, order. After you eat, your friend asks for the check, you ask how much it costs, you pay, say good-bye and leave.</li> <li>Create an original menu using French café food and beverages.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 6:</u> The student will be able to name/describe authentic beverages/food in a French café, order in a café	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>Using props teach the class how to prepare a French food or drink such as a croque-monsieur or diablole fraise.</li> <li>Enjoy an authentic French breakfast.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 7: The student will be able to use numbers 1-1000, tell time, ask/for give weather conditions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>7.1. Recite and write all numbers 1-1000 (7.1.N.A.3;N.B.3;N.C.2)</p> <p>7.2. Tell time on the hour and by adding the numbers 1-59 to the hour (7.1.N.A.3,4;N.B.3;N.C.1,2)</p> <p>7.3. Ask what the weather is and give the weather using 8 expressions (7.1.N.A.3;N.B.3;N.C.2)</p> <p>7.4. Relate the weather to the 4 seasons (7.1.N.A.3;N.B.3;N.C.2)</p> <p>7.5. Tell time using quarter past, half past, quarter to and subtracting from the hour after the half hour (7.1.N.A.3;N.B.3;N.C.2)</p> <p>7.6. Tell time using military time (7.1.N.A.3;N.B.3;N.C.2;7.2.N.A.1)</p> <p>7.7. Distinguish between cardinal and ordinal numbers, using them orally and in writing (7.1.N.A.3;N.B.3;N.C.2)</p>	<ul style="list-style-type: none"> <li>What are the benefits of using military time regularly? (no confusion on schedules or timetables or setting the alarm clock )</li> <li>New Jerseyans go to Florida to escape the cold in the winter. Where would French people go? (They head to the south of France, the beaches of the western coast of Africa or Tahiti)</li> <li>When does the sun set in France and why? (later than in New Jersey because France is at the same latitude as Quebec, how does this affect summer activities – such as fireworks)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 1C, 2A, 2B, 4A, 4B, 4C</li> <li>Text program – CD, DVD, workbook, reader</li> <li>BINGO game</li> <li>Weather websites <a href="http://www.meteo.fr/temps/index.html">www.meteo.fr/temps/index.html</a> <a href="http://www.french.wunderground.com/global/FR.html">www.french.wunderground.com/global/FR.html</a></li> <li>Student made clock faces</li> <li>Teacher's Discovery – Time Video</li> <li>Transparencies</li> <li>Amsco Workbook – Time Lesson</li> <li>Realia – movie timetables, train schedules etc</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Circulate envelopes addressed in France and in the U.S., identify and compare similarities and differences.</li> <li>Using a departmental map of France, examples of French license plates, and envelopes with French zip codes, have student deduce how the 95 departments are identified and how the three types of realia are related.</li> <li>Play BINGO using numbers 1-75.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 7: The student will be able to use numbers 1-1000, tell time, ask/for give weather conditions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Complete an information gap activity where students must obtain the necessary information from a partner to complete an invitation.</li> <li>• Scenario: You are studying in Paris and see that the new American movie is finally showing (dubbed of course!), you and a friend plan a night at the movies using an authentic French movie timetable.</li> <li>• Scenario: You've met a few really nice people at Applegarth that you would like to hang out with outside of school, ask for their phone numbers and give them yours.</li> <li>• Scenario: Your mother's boss calls your house, take this very important phone message about the date and time of a meeting, and a telephone number where her boss can be reached, use photocopies of authentic French phone message pads.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Prepare and present weather reports for 2-3 days in anticipation of a trip to a francophone country.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 8: The student will be able to ask questions, use action verbs in the infinitive, tell/describe professions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>8.1. Outline the 4 ways to ask a question using previously learned rote questions (7.1.N.B.3,4;N.C.2,4)</p> <p>8.2. Identify question words that they have already learned with rote questions (7.1.N.B.3,4;N.C.2,4)</p> <p>8.3. Define actions verbs as vocabulary (7.1.N.A.1,3;N.B.1,3,4;N.C.1,2)</p> <p>8.4. Identify 10-15 professions (7.1.N.A.1,3;N.B.1,3,4;N.C.1,2)</p> <p>8.5. Associate action verbs with professions (7.1.N.A.1,3;N.B.1,3,4;N.C.1,2)</p> <p>8.6. Tell the professions of their family members (7.1.N.A.1,3;N.B.1,3,4;N.C.1,2)</p> <p>8.7. Tell what profession they would like to pursue using Je voudrais être (7.1.N.C.2)</p>	<ul style="list-style-type: none"> <li>How many ways are there to ask a question? (intonation, est-ce que, n'est-ce pas, inversion)</li> <li>What does "do" mean in the sentence "Do you sing?" (words in French and English that tell us something about the sentence without having a definition)</li> <li>What do I want to be when I grow up? (first steps in expressing thoughts in the future)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçon 6</li> <li>Text program – CD, DVD, workbook, reader</li> <li>French for Fun – Chapter on –er verbs</li> <li>On y va Teacher's Edition – Chapitre 3</li> <li>Professions flash cards, worksheets</li> <li>Transparencies</li> <li>Internet clip art – student created professions dictionary</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Students read and answer comprehension questions describing people's jobs.</li> <li>Do a listening comprehension exercise matching descriptions of professions with visuals.</li> <li>Considering the 4 ways to ask a question in French, from a list of questions identify which category each one falls under.</li> <li>Use the internet to research the most common professions in France and compare to the U.S.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Working with a partner, students are given a list of answers to rote questions they have learned. They will write the</li> </ul>



Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 8:</u> The student will be able to ask questions, use action verbs in the infinitive, tell/describe professions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>questions.</p> <ul style="list-style-type: none"> <li>Using flashcards with words and pictures of professions, students play a matching game.</li> <li>Students find clip art or magazine clippings illustrating the action verbs they are learning.</li> <li>Given a list of famous people (living and dead) with guided question prompts, students circulate asking classmates the person's nationality, where they live, their approximate age and their profession. Students write their answers.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Using visuals, students present the profession they would like to pursue and tell the professions of their family members.</li> <li>Students report results/answers of famous people search.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 7/French IA	Goal 9: The student will be able to use the writing process to create short compositions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>9.1. Locate the province of Quebec and the cities of Montreal and Quebec on a map (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>9.2. Plan and discuss a winter vacation to Quebec (7.1.N.A.5;N.B.1,2,3,4)</p> <p>9.3. Examine the steps in the writing process with the goal of writing a composition about family or an experience in a café (7.1.N.A.5;N.C.2)</p> <p>9.4. Use graphic organizers to plan their composition (7.1.N.C.2)</p> <p>9.5. Create a topic and a summary sentence (7.1.N.C.2)</p> <p>9.6. Write a composition of at least ten sentences (7.1.N.C.2)</p> <p>9.7. Explore peer and self-editing to prepare the final draft (7.1.N.C.2)</p>	<ul style="list-style-type: none"> <li>Why do they speak French in Canada?</li> <li>How do the Québécois celebrate Carnaval?</li> <li>Why is learning to write universal? (we learn to write in French the same way you learned to write in the primary grades)</li> </ul> <p>Students will explore how the writing process can be effective for them although their knowledge of French vocabulary and structures is basic and limited. They will learn skills to help them avoid writing in English and then translating into French.</p> <p>At this point in the year, students will have a Midterm Assessment. This assessment will be cumulative and parts of it will be performance based. All modes of communication will be assessed: interpretive, interpersonal, presentational. Students will demonstrate proficiency in all skill areas: listening, speaking, reading, writing.</p>	<ul style="list-style-type: none"> <li>Internet: <a href="http://www.quebeccity.worldwideweb.com">www.quebeccity.worldwideweb.com</a> <a href="http://www.bonjour.quebec.com">www.bonjour.quebec.com</a> <a href="http://www.quebecregion.com">www.quebecregion.com</a> <a href="http://www.carnaval.qc.ca">www.carnaval.qc.ca</a></li> <li>Maps of Canada and Quebec</li> <li>Writing Process Packet created by the Applegarth World Languages Department aligned with the Language Arts Literacy curriculum</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Conduct internet research on French websites to prepare for a winter vacation in Quebec.</li> <li>The Writing Process Packet will be presented entirely in French, with teacher guidance students will read and decipher the packet.</li> <li>Students will use graphic organizers to encourage writing with minimal translation.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Scenario: You would like to take a trip to French-speaking Canada. Visit your travel agent, asking questions and planning your itinerary for a trip to</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 9:</u> The student will be able to use the writing process to create short compositions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Montreal</p> <ul style="list-style-type: none"> <li>Students will engage in peer-editing of their rough draft.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Create “ice sculptures” that can be presented/described to the class.</li> <li>Based on internet research, create travel brochures to share with the class.</li> <li>Students will describe their family in writing in composition form.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 10: The student will be able to express likes, dislikes, preferences, wishes and extend, accept or decline an invitation	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>10.1. Name and use with accuracy all subject pronouns (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.2. Manipulate and use with accuracy all forms of the regular –er verb conjugation (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.3. Use several adverbs with the verb <i>aimer</i> to express different levels of liking or disliking (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.4. Use the construction <i>aimer</i> + the infinitive” to express likes and dislikes (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.5. Use the construction <i>vouloir</i> or <i>pouvoir</i> + the infinitive to extend an invitation (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.6. Accept or turn down an invitation (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p> <p>10.7. Compose sentences expressing wishing (7.1.N.A.3,4;N.B.3;N.C.2;7.2.N.B.1)</p>	<ul style="list-style-type: none"> <li>Why must we use subject pronouns with verbs in French in order to be understood? (unlike Spanish and Italian, different forms of the same verb can sound and/or be written the same in French)</li> <li>When does <i>aimer</i> mean to like and when does it mean to love? What about <i>adorer</i>? (contrast the expressions <i>j'aime</i>, <i>j'aime bien</i> and <i>j'adore</i>)</li> <li>What kind of patterns or paradigms can we create to help make conjugating verbs easier for us? (create tiered activities based on multiple intelligences to help students use verbs properly developing their own frame of reference)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçon 7</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Transparencies</li> <li>Verb flash cards</li> <li>Sentence strips</li> <li>Rubrics for writing samples</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Use sound discrimination activities to distinguish different forms of regular verbs.</li> <li>Have students read an authentic text and highlight all conjugated –er verbs one color, all –er verbs in the infinitive another color and all irregular verbs a third color.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Create learning stations where students can work on a verb learning contract at their own pace.</li> <li>Hand out cards with sentence fragments, students cooperate to create “human sentences.”</li> <li>Students work in pairs on a written activity where they must complete a story given only infinitives – the answer must work as vocabulary and grammar.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 10:</u> The student will be able to express likes, dislikes, preferences, wishes and extend, accept or decline an invitation	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>• Scenario: You are at the mall and run into a friend you haven't seen in a while, you suggest getting something to eat and talk about what you like and don't like to do, both at school and at home.</li> <li>• Students present original poems using only –er verbs, the class has a sheet to mark the verbs and subject pronouns that they hear.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 11: The student will be able to use regular –er verbs in the affirmative, interrogative and/or negative form with adverbs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	11.1. Ask simple questions and questions using question words (7.1.N.B.3) 11.2. Use interrogative pronouns (7.1.N.A.1,2,3,4;N.B.3;N.C.2) 11.3. Recognize and know when to use élision and liaison when writing and speaking (7.1.N.A.2,4,6;N.B.3;N.C.2) 11.4. Rewrite any present tense sentence in the negative (7.1.N.C.2,3) 11.5. Use 10 adverbs accurately (meaning and placement) in questions, declarative and negative sentences (7.1.N.A.1,2,3;N.B.3;N.C.2,3) 11.6. Use adverbs of time with the present tense (7.1.N.A.1,2,3;N.B.3;N.C.2,3)	<ul style="list-style-type: none"> <li>Why are there so many ways to say what? (basic outline of various functions: interrogative adjectives, interrogative pronouns, what as subject, what as object, what as object of a preposition)</li> <li>Why does French sound so different from the way it is written? (silent letters, basic overview of the history of the French language, look at a short Old French text, accent circonflexe was used to replace the letter s)</li> <li>Why is it hard to tell when words begin and end in spoken French? (élision/liaison, more in-depth analysis of French phonics)</li> <li>Why do adverbs make sentences more interesting?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 6,7,8</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Dictées</li> <li>Supplemental grammar workbook activities</li> </ul> <p><b>Learning Activities/Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Complete listening and writing exercises with question word/answer pairs (ie. pourquoi/parce que, qui/person's name etc.).</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Working with a partner, play the game <i>Qu'est-ce que c'est</i> using flash cards or the objects themselves.</li> <li>Students work in groups going through authentic texts to choose passages that illustrate liaison/élision to be used for class dictées.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>After reading excerpts from authentic texts, students create a quiz to administer to the class about what they read including question words, or interrogative adjectives, or pronouns.</li> <li>Create an adverb poster for</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 11:</u> The student will be able to use regular –er verbs in the affirmative, interrogative and/or negative form with adverbs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			display/presentation including illustrations, sentence examples, opposites.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 12: The student will be able to talk about their leisure activities	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	12.1. Describe their leisure activities (7.1.N.B.1,2,3,4) 12.2. State what they do and ask what others do during leisure time (7.1.N.A.1,2,3;N.B.1,2,3,4;N.C.2) 12.3. Ask what someone would like to do (7.1.N.B.3) 12.4. Make plans with friends (7.1.N.A.1,2,3;N.B.1,2,3,4;N.C.2) 12.5. Express approval or regret (7.1.N.B.3) 12.6. Express surprise or doubt (7.1.N.B.3) 12.7. Use all forms of the irregular verb faire with accuracy (7.1.N.A.1,2,3;N.B.3) 12.8. Use expressions with faire in conversation and in writing (7.1.N.A.1,2,3;N.B.3;N.C.2)	<ul style="list-style-type: none"> <li>How do we communicate verbally and non-verbally? (words, gestures, facial expressions)</li> <li>Do French and American middle school students like to do the same things for fun?</li> <li>Why does English have 3 ways to say something in the present tense and French only has one?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 5,6,7,8</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Transparencies</li> <li>Student-made FAIRE flash cards</li> <li>Action verb flash cards</li> <li>Realia – movie timetables, TV listings, schedules, sporting event tickets and schedules (World Cup, French Open etc), concert advertisements</li> <li><a href="http://www.fnac.com">www.fnac.com</a> Website for French music/book/electronics store</li> <li>La Boum – selected scenes</li> </ul> <p><b>Learning Activities/Assessment Models:</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Read authentic texts describing what French students do in their free time.</li> <li>Decipher realia, giving both written and oral responses.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Scenario: Use a French newspaper or Paris tourist guide to decide with 3 other friends what you will do on Friday night. You must come to a consensus!</li> </ul>



Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 12: The student will be able to talk about their leisure activities	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>Timed Game: Use flash cards, transparencies or text illustrations to help you describe or ask what others do during their leisure time. The team with the most and best correct sentences wins.</li> <li>Play Memory with faire flash cards.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Create and present a chart comparing similar sporting events in France and the U.S. telling when and where they take place, who participates, who are the spectators etc. (French/U.S. Open, World Cup/Superbowl etc.).</li> <li>Recite an original poem about your most and least favorite things to do.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French IA	Goal 13: The student will be able to describe the products, practices and perspectives of several francophone countries in Africa	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>13.1. Identify and locate on a world map, 5-10 francophone countries in Africa (including but not limited to Senegal and Morocco or Algeria) (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>13.2. Read authentic poetry and fables from Africa (7.1.N.A.5,6;7.2.N.A.3,4;N.B.2)</p> <p>13.3. Explore the concept of "l'oralité" (7.1.N.A.6;7.2.N.A.1,3,4;N.B.2;N.C.1,2)</p> <p>13.4. Create crafts and artwork based on authentic examples from francophone countries in Africa (7.2.N.C.2)</p> <p>13.5. Listen to and play African music (7.2.N.A.3,4;N.B.1,2;N.C.1,2)</p> <p>13.6. Discuss the history of the relationship between France and their former colonies (7.1.N.A.5;N.B.4,5)</p>	<ul style="list-style-type: none"> <li>What is l'oralité? (the oral tradition of passing on stories within a community from generation to generation, is this a uniquely African concept or can we find examples of it in the Americas?)</li> <li>What American music form finds its roots in African-Caribbean rhythms, classical French music from the Renaissance, and marching bands from the American Civil War? (jazz)</li> <li>How is the current political situation in many African nations related to the colonization of Africa by European nations, France in particular? (look at maps of Africa, Senegal and the Gambia in particular to show how tribes were divided)</li> </ul>	<ul style="list-style-type: none"> <li>TPRS "L'antilope et l'escargot"</li> <li>TPRS "Coba et les bananes"</li> <li>Worksheets to support African folktales used</li> <li>Felt boards/figures for storytelling</li> <li>Maps</li> <li>Internet <a href="http://www.kirikou.net/folklore.html">www.kirikou.net/folklore.html</a></li> <li>Internet for researching arts and crafts, children's games, music</li> <li>CDs of Youssou N'Dour</li> <li>Poetry of Léopold Sédar Senghor</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>After consulting maps and websites, tell about the geography and climate of 2-3 different French speaking countries.</li> <li>Demonstrate comprehension of an oral folktale by acting out the story with cutout figures.</li> <li>Identify the main idea and characters of a folktale on a worksheet while listening.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Work with a classmate to create African musical instruments.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 13:</u> The student will be able to describe the products, practices and perspectives of several francophone countries in Africa	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> <li>Re-tell one of the folktales you have heard in poem, rhyme or song form in your own words.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Memorize and recite a poem by Youssou N'Dour or Senghor.</li> <li>Act out/present one of the folktales that was studied.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 14: The student will be able to describe technology as it relates to the computer and use it to enhance their study of French	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	14.1. Identify the basic parts of a computer (7.1.N.A.1,4,5;N.B.1,3,4;N.C.2) 14.2. Talk about uses for the computer (7.1.N.C.2) 14.3. Use French search engines (7.1.N.A.1,2,4,5) 14.4. Type a Word document in French inserting accents (7.1.N.C.1,2,3,4) 14.5. Write an email in French (7.1.N.C.1,2,3,4) 14.6. Compare use of the computer/internet in France and the U.S. (7.2.N.A.1,4;N.B.2;N.C.1)	<ul style="list-style-type: none"> <li>Why doesn't a French keyboard look like ours? (letter frequency is different, the same reason Scrabble letter values are different or a letter of the alphabet does not have the same number of pages in French and English dictionaries)</li> <li>Why is a lot of computer lingo easy to understand in French? (English is a major language in technology)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Entracte Unité 3, Leçon 9</li> <li>Microsoft Word</li> <li>Microsoft Power Point</li> <li>Internet</li> <li>French computer magazines</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Read emails written in French.</li> <li>Complete a listening comprehension activity that requires students to point out parts of the computer.</li> <li>Read selected articles from French computer magazines.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Write/receive email to/from a French-speaking pen pal.</li> <li>Students survey each other about how they use their computers.</li> <li>Game – Name that Computer Parts Students play a timed game labeling a computer.</li> <li>Cultural comparisons discussion of French v. American use of the computer.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 14:</u> The student will be able to describe technology as it relates to the computer and use it to enhance their study of French	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>• Students share results of computer use survey.</li> <li>• Students write or give an oral report about their computer needs and use.</li> <li>• Students create a power point presentation that could be used to teach elementary age students about the computer in French.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French IA	Goal 15: The student will be able to describe and discuss the geography of metropolitan France	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>15.1. Name and locate on a map, 10 major cities of France (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>15.2. Name and locate on a map, the 5 largest rivers in France (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>15.3. Name and locate on a map, the 5 major mountain ranges in France (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>15.4. Name and locate on a map, all countries and bodies of water bordering France (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p>	<ul style="list-style-type: none"> <li>Why do they call France “L’Hexagone?” (look at the outline of France – it has six sides)</li> <li>How does the geography of France affect its weather and climate? (the Gulf Stream, proximity to the sea, variety of landforms in small area)</li> <li>How does the geography of France influence her products and exports?</li> <li>Where is the highest peak in the Alps? (in France, Mont Blanc)</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Amsco – Géographie de la France</li> <li>Video – Touring France</li> <li>Internet <a href="http://www.francegate.com">www.francegate.com</a></li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Students read internet description of French geography.</li> <li>Students read a topographical map to find a list of geographical features.</li> <li>Written matching quiz on geography.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Students teams create Jeopardy type games to share with the class.</li> <li>Scenario: You have just checked into your hotel in France, you go into a café near the hotel and the young people next to you smile and say hello, you decide to ask them for some advice about the best places to visit in France.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Students present maps they have created to the class.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 16: The student will be able to discuss and compare French and American school systems, talk about their school day, talk about classroom objects and school supplies	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>16.1. Talk about classroom objects (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>16.2. Talk about school supplies (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>16.3. Discuss the subjects they study in school (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>16.4. Use all possessive adjectives to discuss their belongings and those of others (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>16.5. Compare and contrast the French and American school systems relating to schedules, vacations, grading, subjects studied and preparation for a career (7.1.N.A.3,5;N.B.3;N.C.2;7.2.N.A.1;N.B.2;N.C.1)</p>	<ul style="list-style-type: none"> <li>What role do sports play in French schools? (no interscholastic sports, cheerleading doesn't exist, schools are for academics)</li> <li>What's the bac? (exam that must be passed to achieve the highest high school degree and be able to go to the university)</li> <li>Why was the French boy's mother happy when he got a 17 in English? (grades are based on 20 with 10 being a passing grade)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Images Unité 3</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Transparencies</li> <li>Vocabulary flash cards</li> <li>Jacques Prévert “Le Cancre”</li> <li>Jacques Prévert “L’élève Hamlet”</li> <li>Teacher’s Discovery – 50 French Oral Communication Activities with Mini-rubrics</li> <li>Internet - <a href="http://www.education.gouv.fr">www.education.gouv.fr</a></li> <li>Cross My Heart – French film</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Magic Box presentation of new vocabulary (items in a book bag and teacher's desk or cabinet).</li> <li>Distribute handout of new vocabulary in a grid and colored pencils, instruct students to color various objects, modeling pronunciation with frequent repetitions.</li> <li>Have students put several items from their book bags on desk, describe items on a specific desk, class identifies owner.</li> </ul>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> <b>Grade 7/French IA</b>	<b>Topic: Strictly Personal</b>	
		<b>Goal 16:</b> The student will be able to discuss and compare French and American school systems, talk about their school day, talk about classroom objects and school supplies	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Interpersonal</b> <ul style="list-style-type: none"> <li>• Scenario: You are going to Staples with a friend because you need school supplies. Make sure you discuss and pick the colors and styles that you like best for each item.</li> <li>• TD 50 French Oral Communication Activities – C'est ton livre?</li> <li>• Work in a small group to read and loosely translate 2 of Jacques Prévert's poems, identify the main idea, characters, setting and important events.</li> <li>• Ask a classmate to give you various objects located around the room.</li> <li>• Research/compare the French and American school calendars at <a href="http://www.education.gouv.fr">www.education.gouv.fr</a></li> </ul> <b>Presentational</b> <ul style="list-style-type: none"> <li>• Recite one of the poems you have interpreted.</li> <li>• Tell the class about everything you have in your book bag.</li> </ul>



Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 17: The student will be able to describe people and things	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	17.1. Describe themselves and others (7.1.N.A.3;N.B.1,2,3;N.C.2) 17.2. Describe inanimate objects (7.1.N.A.3;N.B.1,2,3;N.C.2) 17.3. Use adjectives appropriately in relation to meaning, placement and agreement (7.1.N.A.3;N.B.1,2,3;N.C.2) 17.4. Use all forms of irregular adjectives correctly (7.1.N.A.3;N.B.1,2,3;N.C.2)	<ul style="list-style-type: none"> <li>Why does the American president live in the House White and the French president in the Palace Elysée? (most French adjectives come after the noun, but it doesn't always seem that way because a few of the most commonly used adjective come before the noun – BANGS)</li> <li>Why do adjectives make our writing more interesting?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçons 9,11,12</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Sentence strips</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Students listen to a description and indicate if a boy or girl is being described.</li> <li>Students read teacher prepared descriptions of their classmates and give the description to the person being described.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Hand out pictures of celebrities. Students work in pairs to describe them without using names.</li> <li>Students arrange sentence strips paying careful attention to placement of adjectives.</li> <li>Make a chart giving all forms of all presented adjectives to be used as a study guide.</li> <li>Scenario: You are graduating from high school and because you have had straight As for the past 12 years, your parents are buying you a car. Tell your best friend all about it!</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 17:</u> The student will be able to describe people and things	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>Write/present a poem – An Ode to My...(favorite personal belonging).</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 18: The student will be able to talk about their personal belongings	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	<p>18.1. Name personal belongings in their room and home (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>18.2. Ask what someone has and tell what they have (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>18.3. Use prepositions to discuss the location of their belongings, including dans, sur, sous, devant, derrière, entre, à droite, à gauche (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>18.4. Distinguish between using voilà and il y a when talking about belongings (7.1.N.A.3;N.B.1,2,3;N.C.2)</p> <p>18.5. Use pas de when expressing they do not have an object (7.1.N.A.3;N.B.1,2,3;N.C.2)</p>	<ul style="list-style-type: none"> <li>• How would a French teenager's room be similar to or different from yours?</li> <li>• Can we explain where something is without using prepositions?</li> <li>• What do our belongings say about us as individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering French BLEU – Leçons 9,10</li> <li>• Text program – CD, DVD, workbook, reader</li> <li>• Transparencies</li> <li>• Vocabulary flash cards</li> <li>• Doll house with furniture</li> <li>• Van Gogh print <i>Room at Arles</i></li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>• As a listening comprehension exercise, give sentences with prepositions and have students identify the correct drawing.</li> <li>• Using Van Gogh's <i>Room at Arles</i>, give students an outline drawing of the painting, with a few items missing. Give directions for students to add color and the missing items. Compare to the original.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Use information gap activities to have students practice talking about what's in a room, use <i>il y a</i> when describing and <i>voilà</i> when checking work.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Create/present a 3-D model of your room.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 7/French IA	Goal 19: The student will be able to use definite and indefinite articles	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>19.1. Distinguish between definite and indefinite articles when listening (7.1.N.A.3;N.B.1,3;N.C.2)</p> <p>19.2. Distinguish between the need for a definite or indefinite article when speaking or writing (7.1.N.A.3;N.B.1,3;N.C.2)</p>	<ul style="list-style-type: none"> <li>How do articles tell us so much about a noun?</li> <li>Are different types of articles used in the same way in French and in English?</li> </ul> <p>At this time of the year, students will begin review for the final exam. The final will have 2 parts: an objective/traditional assessment focusing on vocabulary, grammatical structures and verb use and a writing assessment addressing letter and composition writing.</p> <p>Portfolio review and a summative evaluation of their speaking tests over the course of the year will also be included as part of their final grade.</p> <p>Concentrating on the use of definite and indefinite articles will reinforce previously learned vocabulary</p>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçon 10</li> <li>Text program – CD, DVD, workbook, reader</li> <li>Transparencies</li> <li>Vocabulary flash cards</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Give each student a pink and a blue piece of paper, show flash cards of previously learned nouns (or the object itself), students will hold up the appropriate color depending if the noun is masculine or feminine.</li> <li>Conduct a sound discrimination exercise using un, une, des, de, le, la, l', les, students will tally their responses on a chart.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Students pick flash cards or objects for 10 words that they are unsure of the gender, they circulate in the room quizzing other students.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Students write/present a jingle or rap for an assigned vocabulary set.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 7/French IA	Goal 20: The student will be able to discuss the history, arts and literature of francophone islands in the Caribbean	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>20.1. Name and locate on a map the francophone islands of Haiti, Martinique and Guadeloupe and their capitals (7.1.N.A.1,3;N.B.1,2;7.2.N.A.2)</p> <p>20.2. Discuss the relationship between modern day France and these three islands (7.1.N.B.3,4;N.C.2,3,4;7.2.N.B.2;N.C.2)</p> <p>20.3. Name prominent historical figures and important events in Haiti's fight for independence (7.1.N.B.3,4;N.C.2,3,4;7.2.N.B.2;N.C.2)</p> <p>20.4. Research and create likenesses of Haitian art (7.2.N.A.4;N.B.2;N.C.1,2)</p> <p>20.5. Recognize Haitian music "kompa" (7.2.N.A.3;N.B.2;N.C.1)</p> <p>20.6. Use vocabulary to describe living on a tropical island (7.1.N.A.3,4;N.B.1,3,4;N.C.1,2,3)</p>	<ul style="list-style-type: none"> <li>What is the inspiration for Haitian art?</li> <li>What is Haitian Creole and why does it sound familiar to us?</li> <li>What was happening in Haiti, France and the U.S. during the period 1800-1804?</li> <li>What's a D.O.M.? (département d'outre-mer)</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Leçon 10</li> <li>Internet</li> <li>Library resources</li> <li>Art supplies</li> <li>Biography of Toussaint Louverture</li> <li>Haitian Creole resources (oral and written)</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Read a short biography of Toussaint Louverture.</li> <li>Research Haitian art on the internet.</li> <li>Listen to music from Haiti, Guadeloupe and Martinique.</li> <li>Read and interpret authentic materials in Haitian Creole.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Work in a group to create a timeline for the years 1800-1804, indicating what was happening in Haiti, France and the United States.</li> <li>Draw and label a poster with foods, dwellings, climate, geography, activities common to the French-speaking islands of the Caribbean.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 20:</u> The student will be able to discuss the history, arts and literature of francophone islands in the Caribbean	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<b>Presentational</b> <ul style="list-style-type: none"> <li>Create drawings/paintings based on original Haitian art.</li> </ul>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 21:</u> The student will be able to further develop their writing skills using the writing process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	21.1. Use previously learned vocabulary to write a personal letter (7.1.N.C.1,2,3,4) 21.2. Use previously learned vocabulary to write a simple business letter (7.1.N.C.1,2,3,4) 21.3. Use the writing process to write compositions (7.1.N.C.1,2,3,4)	<ul style="list-style-type: none"> <li>Are personal letters going the way of the dinosaurs? Why or why not?</li> <li>What are some compelling reasons for writing a letter?</li> <li>How can we compare and measure the differences between our writing samples over the course of the school year? (develop a rubric with student input)</li> <li>What should we keep in our portfolios?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering French BLEU – Entracte Unité 4</li> <li>Discovering French BLEU – vocabulary lists Unités 1-4</li> <li>Commercial French manuals/books</li> <li>Realia – examples of personal and business letters</li> <li>Writing Process Packet</li> <li>Graphic organizers</li> <li>Vocabulary lists</li> </ul> <p><b>Learning Activities/Assessment Models</b></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Examine a teacher-generated packet of letters, then decide if they are personal or business.</li> <li>Read a letter about a problem someone is having with a product.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Using the packet of letters you've already examined, work with a partner to generate a list of common features for business and personal letters – similar vocabulary, salutations, closings etc.</li> <li>Review your portfolio with your teacher.</li> </ul>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> <b>Grade 7/French IA</b>	Topic: Strictly Personal	
		<u>Goal 21:</u> The student will be able to further develop their writing skills using the writing process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Write a business letter thanking the Hôtel Intercontinental in Paris for their outstanding service, delicious food and beautiful accommodations.</li> <li>• Write a personal letter to the host family that you will be staying with this summer to practice your French, now that you have studied the language for a year! Tell them all about yourself, your family, what you like to do, eat etc.</li> <li>• Write a final composition choosing from a list of topics given to you by your teacher.</li> </ul>



## **French IA**

### **COURSE BENCHMARKS**

1. The student will be able to interact appropriately in social situations, recognize and understand connections between French and English.
2. The student will be able to ask/tell others' names and how they are, describe things using colors and numbers, begin to develop an understanding of the francophone world.
3. The student will be able to differentiate between heritage and nationality, tell where they were born, where they live, give their nationality and heritage.
4. The student will be able to name/write the days of the week, months and seasons of the year, tell the current date and dates of specific events (personal, cultural and historical), tell/ask for age.
5. The student will be able to talk about their relationship to family and friends, write complete sentences, understand and correctly apply the use of gender.
6. The student will be able to name/describe authentic food/drink in a French café, order in a café.
7. The student will be able to use numbers 1-1000, tell time, ask for/tell weather conditions.
8. The student will be able to ask questions, use action verbs in the infinitive, tell/describe professions.
9. The student will be able to plan a winter vacation to Quebec, use the writing process to create short compositions.
10. The student will be able to express likes, dislikes, preferences, wishes and extend, accept, decline invitations.
11. The student will be able to use regular –er verbs in the affirmative, interrogative and/or negative forms with adverbs.
12. The student will be able to talk about their leisure activities.
13. The student will be able to describe the products, practices and perspectives of several francophone countries in Africa.
14. The student will be able to describe technology as it relates to the computer and use it to enhance their study of French.
15. The student will be able to describe and discuss the geography of metropolitan France.
16. The student will be able to discuss and compare French and American school systems, talk about their school day, talk about classroom objects and school supplies.
17. The student will be able to describe people and things.
18. The student will be able to talk about their personal belongings.
19. The student will be able to use definite and indefinite articles.
20. The student will be able to discuss the history, arts and literature of 3 francophone islands in the Caribbean.
21. The student will be able to further develop writing skills using the writing process.