



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: French, Grade 7

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	11	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
2	Review (GreetinReview (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	12	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
3	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	13	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
4	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	14	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
5	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	15	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
6	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	16	Shopping at Stores, Tell others what you are doing, talk about you and others are able to do or want to do
7	Review (ABC, Greetings, Days/Months, numbers 1-100, school	17	Clothing, Shopping for sizes, colors etc.

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	objects/supplies, identify food, going out to eat/ordering/using utensils.)		
8	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	18	Clothing, Shopping for sizes, colors etc.
9	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	19	Clothing, Shopping for sizes, colors etc.
10	Review (ABC, Greetings, Days/Months, numbers 1-100, school objects/supplies, identify food, going out to eat/ordering/using utensils.)	20	Clothing, Shopping for sizes, colors etc.

Core Instructional & Supplemental Materials including various levels of Texts

Bon Voyage Textbook/Workbook, *Bon Voyage* listening CD, Quizlet, Kahoot, Google Classroom, Google Suite, French is Fun workbook.

Time Frame	Weeks 1-10
Topic	
Review: Greetings, introductions, describing other people, calendar, telling time, numbers 0-100, school objects/supplies/subjects, family tree/house, identify food/ going out to eat/ordering food/ using utensils.	
Essential Questions	
<ul style="list-style-type: none"> ● How do I greet my peers in the morning, in the afternoon, in the evening? ● How do I greet older people in the morning, in the afternoon, in the evening? 	

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- How do I say goodbye?
- What greetings are used in formal and informal situations?
- What are the customs associated with greetings?
- How do I introduce myself?
- How do I ask someone my own age for their name?
- How do I order simple food items?
- What kind of polite expressions do I need to know when dealing with people?
- How do I express the date to somebody else?
- How do I tell time?
- How do I describe myself or somebody else?
- How do I describe people and things?
- How do I describe and talk about objects related to school?
- How do I describe and talk about school supplies?
- How do I describe and talk about school subjects?
- How do I talk about school and after school activities?
- How do I shop for school supplies?
- How do I express likes and dislikes?
- How do I describe and talk about my family and my home?
- How do I describe and talk about somebody else's family and home?
- How do I order food at a café or a restaurant? How do I identify food items?
- How do I use expressions specific to ordering in a restaurant?
- How are eating customs in the United States different than eating customs in France and francophone countries?
- How does learning another language help me to become an active global citizen?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

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Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

- Picture sequences
- Flash cards to learn vocabulary/verbs
- Reading activities (sequencing and restating)
- Cooperative activities (oral & written)
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Greet and say goodbye
- Use expressions of courtesy
- Differentiate between levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Count/ Write numbers between 0-100
- Express the days and months
- Speak about the seasons and weather conditions
- Express opinions, likes & dislikes
- Speak about the actions of themselves & others using **-er verbs**
- Express Age using **avoir**
- Utilize interrogatives
- Utilize negation
- Give the location of someone/something using prepositions
- Utilize the irregular verbs **être, avoir, aller, prendre/apprendre/comprendre**
- Express near future by using **aller + infinitive of another verb**
- Audio activities: situational dialogues
- Comprehension activities (Listening, reading, writing, speaking)

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice

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- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Class notes
- Do Now Activity
- Exit Ticket
- TPR Assessment for avoir expressions

Summative:

- Oral and Written Unit Assessment
- Simulated restaurant experience with peers.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated dialogues and skit to discuss their plans for after school and the weekend. Simulated restaurant experience where students order a meal in the target language.

Career Education

CRP4-Students will communicate clearly and effectively with reason when presenting a skit involving ordering food in a French restaurant.

21st Century Skills

Interdisciplinary Connections

English Language Arts:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly in the target language.

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Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency.

Time Frame	11-16
Topic	
Shopping for food at various stores, tell what you and others are doing, ask for the quantity of an item you want, talk about what you and others are able to do or want to do	
Essential Questions	
<ul style="list-style-type: none">● What do I buy in a <i>boulangerie- pâtisserie</i>??● How do I describe items sold in a <i>boulangerie-pâtisserie</i>??● What do I buy in a <i>crémèrie</i>?● How do I describe items sold in a <i>crémèrie</i>?● What do I buy in a <i>boucherie</i>?● How do I describe items sold in a <i>boucherie</i>?● What do I buy in a <i>poissonerie</i>?● How do I describe items sold in a <i>poissonerie</i>?● What do I buy in a <i>charcuterie</i>?● How do I describe items sold in a <i>charcuterie</i>?● What do I buy in an <i>épicerie</i>?● How do I describe items sold in an <i>épicerie</i>?	

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- How do I express the quantity of the item I want to buy?
- How do I say that I only want some?
- How do I say what other people do not have?
- How do I say what I want to do?
- How do I ask what other people like to do?
- How do I say what I can/am able to do?
- How do I say what I want to do?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will understand and communicate at the word level to independently
2. shop for food in small stores
3. shop for food in a supermarket
4. identify foods purchased in various stores

Grammar

1. Use the present tense verb **faire** (to do/ make) to express what you and other people want to do
2. Use the partitive and definite article to indicate what you want to buy

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3. Use the partitive in a negative sentence
4. Use the present tense of the verb **pouvoir** (to be able to do / can do) to express what you and other people can do
5. Use the present tense of the verb **vouloir** (to want) to express what you and other people want to do

Culture

1. Increase in cultural sensitivity
2. Comparison of American and French food shopping habits and customs

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Teacher observation
- Do Now Activity
- Reading Assignments (sequencing & restating)
- Expressions of Courtesy
- Practice exercises in textbook and workbook

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

-

Career Education

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21st Century Skills
Interdisciplinary Connections
Technology Integration
<ul style="list-style-type: none">● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge<ul style="list-style-type: none">○ Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.○ Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.○ Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame	Week 17-20
Topic	
Clothing, shopping for clothing, sizes, colors.	
Essential Questions	

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- How do I describe garments worn by males?
- Where can I buy men's clothing?
- How do I choose size for a European manufactured garment?
- How do I describe garments worn by females?
- Where can I buy women's clothing?
- How do I choose size for European manufactured footwear?
- How do I express colors?
- How do express my opinion about articles of clothing?
- How do I describe what I and others are wearing?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Shop for clothes
2. Choose the right size
3. Choose the desired color
4. Compare garments

Grammar

1. Use the present tense verb **mettre** (to wear/put) to express what you and other

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people are wearing

2. Use the present tense of the verb **voir** (to see) to express what you and other people see
3. Use the present tense of the verb **croire** (to believe/ to think) to express what you and other people think
4. Use the comparative forms to express your opinion of articles of clothing

Culture

1. Increase in cultural sensitivity
2. Comparison of American and French clothing sizing systems
3. Comparison of American and French style in clothes

- Audio activities-Listening to time
- How to tell time and ask others for the time
- Picture prompt
- Picture sequences
- Flashcards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Speak formally and informally
- Flipgrid to create audio dialogues with peers
- Differentiate between levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **mettre, voir, and croire**

Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Do Now Activity
- Exit Ticket

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- Exercises in text/workbook
- Listening Activities
- Peer Assessment

Summative:

- Oral and Written Unit Assessment, Students will research French fashion designers and present to their peers using Google Slides
-

Benchmark:

- Oral/Written Assessment/Culture Assessment

Alternative:

- Students will use flipgrid to create videos in the target language to collaborate with their peers on going to the store and buying clothes. Students will research French fashion designers and present to their peers using Google Slides

Career Education

CRP4, CRP7, CRP12- Students will apply appropriate academic and technical skills, communicate clearly and effectively with reason, and work productively in teams while using cultural global competence to research and present on the differences between fashion in the United States and French speaking countries and present to their peers using flipgrid.

21st Century Skills

9.1.8.B.6- Students will research the concept of bartering and how this system is used in French speaking countries to negotiate prices for goods and products. Students will engage in a simulated shopping experience where they negotiate back and forth on the price of an item for purchase.

Interdisciplinary Connections

English Language Arts:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas

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and expressing their own clearly in the target language.

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 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.
 - Students will access various databases to research French fashion for their runway project.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated

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- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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