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# World Language Department

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## SEVENTH GRADE FRENCH CURRICULUM 2016

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DEPARTMENT: World Language COURSE: 7<sup>th</sup> Grade French

Week	Marking Period 1	Week	Marking Period 3
1	Review (ABCs, greetings, days/months)	21	Review (ABCs, greetings, days/months)
2		22	
3	Review (Adjective agreement, nouns, verb être)	23	Review (Adjective agreement, nouns, verb être)
4		24	
5	Review (Actions & –er verbs)	25	Review (Actions & –er verbs)
6		26	
7	Review (House, family, prepositions, verb avoir)	27	Review (House, family, prepositions, verb avoir)
8		28	
9	Review/Dining in a Café or Restaurant (Food vocab, table setting, the verbs aller & prendre, le futur proche)	29	Review/Dining in a Café or Restaurant (Food vocab, table setting, the verbs aller & prendre, le futur proche)
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Shopping for Food in different markets	31	Shopping for Food in different markets
12		32	
13		33	
14		34	
15		35	
16		36	
17	Shopping for Clothing, Fashion	37	Shopping for Clothing, Fashion
18		38	
19		39	
20		40	

<b>Weeks</b>	<b>1-10</b>
<b>Topic</b>	<b>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.</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I greet my peers in the morning, in the afternoon, in the evening?</li> <li>• How do I greet older people in the morning, in the afternoon, in the evening?</li> <li>• How do I say goodbye?</li> <li>• What greetings are used in formal and informal situations?</li> <li>• What are the customs associated with greetings?</li> <li>• How do I introduce myself?</li> <li>• How do I ask someone my own age for their name?</li> <li>• How do I order simple food items?</li> <li>• What kind of polite expressions do I need to know when dealing with people?</li> <li>• How do I express the date to somebody else?</li> <li>• How do I tell time?</li> <li>• How do I describe myself or somebody else?</li> <li>• How do I describe people and things?</li> <li>• How do I describe and talk about objects related to school?</li> <li>• How do I describe and talk about school supplies?</li> <li>• How do I describe and talk about school subjects?</li> <li>• How do I talk about school and after school activities?</li> <li>• How do I shop for school supplies?</li> <li>• How do I express likes and dislikes?</li> <li>• How do I describe and talk about my family and my home?</li> <li>• How do I describe and talk about somebody else's family and home?</li> <li>• How do I order food at a café or a restaurant? How do I identify food items?</li> <li>• How do I use expressions specific to ordering in a restaurant?</li> <li>• How are eating customs in the United States different than eating customs in France and francophone countries?</li> <li>• How does learning another language help me to become an active global citizen?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities (Listening, reading, writing, speaking)
- 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 possessive adjectives to express possession
- Utilize the irregular verbs **être, avoir, aller, prendre/apprendre/comprendre**
- Express near future by using **aller + infinitive of another verb**

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- TPR Assessment for avoir expressions & prepositions
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings; introductions; talking about themselves, their families, their friends; school and afterschool activities; shopping for school supplies; ordering food at a restaurant or café

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### **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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>11-16</b>
<b>Topic</b>	<b>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</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What do I buy in a <i>boulangerie-pâtisserie</i>??</li> <li>• How do I describe items sold in a <i>boulangerie-pâtisserie</i>??</li> <li>• What do I buy in a <i>crémèrie</i>?</li> <li>• How do I describe items sold in a <i>crémèrie</i>?</li> <li>• What do I buy in a <i>boucherie</i>?</li> <li>• How do I describe items sold in a <i>boucherie</i>?</li> <li>• What do I buy in a <i>poissonerie</i>?</li> <li>• How do I describe items sold in a <i>poissonerie</i>?</li> <li>• What do I buy in a <i>charcuterie</i>?</li> <li>• How do I describe items sold in a <i>charcuterie</i>?</li> <li>• What do I buy in an <i>épicerie</i>?</li> <li>• How do I describe items sold in an <i>épicerie</i>?</li> <li>• How do I express the quantity of the item I want to buy?</li> <li>• How do I say that I only want some?</li> <li>• How do I say what other people do not have?</li> <li>• How do I say what I want to do?</li> <li>• How do I ask what other people like to do?</li> <li>• How do I say what I can/am able to do?</li> <li>• How do I say what I want to do?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, entertainment and daily interactions is an essential tool in today's society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	

## Alignment to NJCCCS

7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5

### 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
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

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities (Listening, reading, writing, speaking)
- Picture sequences
- Flash cards to learn vocabulary/verbs
- Reading activities (sequencing and restating))
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate between levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **faire, pouvoir, and vouloir**

### Assessments

- Do nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests

<ul style="list-style-type: none"> <li>Perform dialogues to include shopping for food, likes and dislikes, desired quantities , what you and others want to do, are able to do, or are doing</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science							
<b>Technology Integration</b>							
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. <b>B. Creativity and Innovation; C. Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>Student/Teacher created presentations using i.e. PowerPoint</li> <li>use of Google Voice</li> <li>Use of CD listening materials</li> <li>Use of videos as appropriate and available</li> <li>Use of data projector and Elmo as appropriate and available</li> <li>Audacity</li> </ul>							

DEPARTMENT: World Language COURSE: 7<sup>th</sup> Grade French

<b>Time Frame</b>	<b>Weeks 17-20</b>
<b>Topic</b>	
<b>Clothing, shopping for clothing, sizes, colors.</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I describe garments worn by males?</li> <li>• Where can I buy men’s clothing?</li> <li>• How do I choose size for a European manufactured garment?</li> <li>• How do I describe garments worn by females?</li> <li>• Where can I buy women’s clothing?</li> <li>• How do I choose size for European manufactured footwear?</li> <li>• How do I express colors?</li> <li>• How do express my opinion about articles of clothing?</li> <li>• How do I describe what I and others are wearing?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJCCCS</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level to independently	
<ol style="list-style-type: none"> <li>1. Shop for clothes</li> <li>2. Choose the right size</li> <li>3. Choose the desired color</li> <li>4. Compare garments</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Use the present tense verb <b>mettre</b> (to wear/put) to express what you and other people are wearing</li> <li>2. Use the present tense of the verb <b>voir</b> (to see) to express what you and other people see</li> <li>3. Use the present tense of the verb <b>croire</b> (to believe/ to think) to express what you and other people think</li> <li>4. Use the comparative forms to express your opinion of articles of clothing</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of American and French clothing sizing systems</li> </ol>	

3. Comparison of American and French style in clothes

**Learning Activities**

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- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate between levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **mettre, voir, and croire**

**Assessments**

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue between a salesperson and a customer
- Fashion Projects (Ugly Fashion Show, Project Runway or research French designers)

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life and Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

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