

TOWNSHIP OF UNION PUBLIC SCHOOLS



French-7th Grade Cycle

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
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World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

French-7th Grade Cycle

Curriculum Committee Members

Laura Detjen

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**

- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This is a six week introductory French course designed to give each student exposure to the French language and culture.

Recommended Textbooks

Exploring French

Course Proficiencies

Students will be able to...

...understand the widespread influence of the French language and culture.

...develop positive attitudes toward and appreciation of the French speaking people, their language and culture, through the use of the learning materials provided.

...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.

...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.

...accurately identify various French speaking countries of the world and identify historic landmarks and sites of Paris.

...create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including: greetings, expressions of courtesy and the date.

...recite the French alphabet; count to 60; describe family, colors and clothing; order food and drink in a café and pay the bill in Euros.

Curriculum Units

Unit 1: French Speaking World/Greetings/Feelings

Unit 2: Numbers to 31/Days/Months

Unit 3: Family/Animals

Unit 4: Clothing/Colors/Fashion

Unit 5: Food/Currency/Numbers to 60

Unit 6: Geography/Paris

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> French Speaking World/Greetings/Feelings	5 days
<u>Unit 2:</u> Numbers to 31/Days/Months	5 days
<u>Unit 3:</u> Family/Animals	5 days
<u>Unit 4:</u> Clothing/Colors/Fashion	5 days
<u>Unit 5:</u> Food/Currency/Numbers to 60	5 days
<u>Unit 6:</u> Geography/Paris	5 days

Unit 1: French Speaking World/Greetings/Feelings

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What are the French speaking countries? 2. Where is French spoken in the USA? 3. Where is French spoken in our community? 4. What is the value of learning French? 5. What are cognates? 6. What cognates do I already know? 7. How do I say my name in French? 8. How do we greet each other differently? 	<ol style="list-style-type: none"> 1. Identify the benefits of studying another language and culture. 2. Describe the origin of the French language and where it is spoken in the world. 3. Identify various French-speaking countries of the world. 4. Talk about new vocabulary through the recognition of cognates. 5. Pronounce and recognize the sounds of the French alphabet. 6. Introduce yourself and say how you are 7. Use formal and 	<ol style="list-style-type: none"> 1. Discuss the influence of the French language and culture. 2. Discuss French speaking parts of the world. 3. Identify cognates. 4. Recite/sing the alphabet. 5. Exchange names and present basis introductions. 6. Create a conversation asking feelings. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Songs 4. Video Clips 5. Participation 6. Dialogue (Quiz) 7. Observation 8. Questioning 9. Map Activity 10. Groupwork

	informal greetings (tu vs. vous).		
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Unit 2: Numbers to 31/Days/Months

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How are numbers in French different than English? 2. How do you write the date in French? 3. What are the capitalization rules in French regarding days and months of the year? 4. What is the origin of the months and days? 5. How are calendars different in the United States and France? 	<ol style="list-style-type: none"> 1. Count to 31 2. Perform basic mathematical functions. 3. Give your age. 4. Recognize and say the days of the week and months of the year. 5. Say the day and date. 6. Tell your birthday and other holidays. 	<ol style="list-style-type: none"> 1. Call and Response 2. Four Corners 3. Number Challenges 4. Crossword puzzles/word searches 5. Identify age and birthday. 6. Practice with sequencing. 7. Whack-a-mole smartboard game 1-20. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 1-20 4. Participation 5. Smart exchange games 6. Listening comprehension 7. Dictation 8. Performance based assessments

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Unit 3: Family/Animals

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. Who are the members of my family? 2. Who lives with me? 3. Who typically lives in a French home? 4. What do French families do together? 5. How do families celebrate holidays? 6. What are common French pets? 	<ol style="list-style-type: none"> 1. Tell one's age, name and relationship. 2. Identify and describe family members and pets. 3. Definite articles and gender. 4. "Qui" – who questions and answers. 5. Possessive pronouns (first and second person) 	<ol style="list-style-type: none"> 1. Video activity worksheets. 2. Ask/answer vocabulary related questions in power-point. 3. Create a family tree of your family or fantasy/television family using relationship and ages. 4. Present family tree. 5. Student Q/A about family. 6. Crossword puzzle 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 4. Participation 5. Listening comprehension 6. Dictation 7. Video clips 8. Oral presentations

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Unit 4: Clothing/Colors/Fashion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What are the French colors? 2. How are colors(adjectives) different in French than in English? 3. How do French teenagers dress differently than Americans? 4. What are some French designers? 	<ol style="list-style-type: none"> 1. Discuss “agreement” in French grammar. 2. Identify colors in French. 3. Identify clothing. 4. Discuss masculine/feminine form of colors when describing what you’re wearing. 	<ol style="list-style-type: none"> 1. Coloring with power-point and flash cards. 2. Create a list of clothing vocabulary from a video of French commercials. 3. Tell what clothing items you would wear for each season. 4. Text/workbook exercises. 5. Create a clothing collage word wall. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 4. Participation 5. Listening comprehension 6. Dictation 7. Video clips 8. Oral presentations

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Unit 5: Food/Currency/Numbers to 60

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I count past 20 in French? 2. What is the currency of France? 3. How are the meals of the day different in France? 4. What are typical snacks for French teenagers? 5. What are some French foods? 6. How do I ask for things politely? 	<ol style="list-style-type: none"> 1. Count to 60 2. To identify items and prices on a French café menu. 3. To order food and drink politely. 4. To pay the bill. 5. To understand and use the current exchange rate. 6. To recognize French food specialities. 	<ol style="list-style-type: none"> 1. Take notes on set of ten to 60. 2. Buzz, bingo and other smartboard numbers games. 3. Discuss “French in the kitchen” 4. Read about French cuisine. 5. Discuss the meals of the day in France. 6. Watch dvd of French café. 7. Create a dialogue in groups role-playing customer/waiter. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 4. Participation 5. Listening comprehension 6. Dictation 7. Video clips 8. Oral presentations

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Unit 6: Geography/Paris

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What countries border France? 2. Where is Paris and what is it like geographically? 3. What are some places to visit in Paris? 4. What is the time difference between New Jersey and France? 5. How is Paris different than New York city or Union? 	<ol style="list-style-type: none"> 1. Identify major landmarks of Paris. 2. Express 3 reasons why you would go to Paris in a five paragraph essay or pictogram. 3. Demonstrate reading comprehension and map skills. 4. Find the French speaking countries and 	<ol style="list-style-type: none"> 1. Color and label map of France. 2. Cultural readings. 3. Textbook and workbook exercises. 4. Paris power-point. 5. <i>Passport to Paris</i> movie. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 4. Participation 5. Listening comprehension 6. Dictation 7. Video clips 8. Oral presentations

	their capitals.		
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New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/cccs/2004/s3 la1.pdf>

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

New Jersey Scoring Rubric

Cycle Rubrics

French Role Play Rubric				
	TRES BIEN 4 pts	BIEN 3 pts	CA VA 2 pts	MAL 1 pts
<p>Skit requirements met Content Mastery Requirements- Each actor spoke using complete sentencing/questioning. Vocabulary, verbs and phrases from the chosen chapter's voc.</p>	<p>TRES BIEN</p> <p>All of the content requirements were met. Utilizes a wide variety of vocabulary. Takes risks and expands length of sentences by using connectors.</p>	<p>BIEN</p> <p>All or about 90% of the content requirements were met. Utilizes a variety of vocabulary and sentences are simple.</p>	<p>CA VA</p> <p>Most (about 75%) of the content requirements were met. Utilizes limited or minimal vocabulary expressions and sentences are short.</p>	<p>MAL</p> <p>Many content requirements were not met. Utilizes limited vocabulary, some of which is inaccurate or irrelevant to the task.</p>
<p>Neatness/Accuracy of Written Copy</p>	<p>TRES BIEN</p> <p>The final draft is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. Little to no spelling or grammar errors. It looks like the student took great pride in it.</p>	<p>BIEN</p> <p>The final draft is readable, neat, and attractive. It may have one or two erasures and a few spelling or grammar errors, but they are not distracting. It looks like the student took some pride in it.</p>	<p>CA VA</p> <p>The final draft is readable and some of the words are attractive. It looks like parts of it might have been done in a hurry. Many errors in spelling and grammar that may impede on comprehensibility.</p>	<p>MAL</p> <p>The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. Many errors in spelling and grammar impede on comprehensibility.</p>

Time Management	TRES BIEN Stayed focused during writing and practice times. Student was engaged and collaborated with group members. S/he was never off-task and made excellent use of time.	BIEN Stayed focused the majority of the time during writing and practice times. Mostly contributed to group writing/planning having to be reminded 1 time to refocus.	CA VA Was playful during group planning and did not collaborate as directed. Had to be redirected to task more than 1 time. Did not make "best" use of time.	MAL Was playful and distracted others during group planning. Did not contribute to group planning of skit. Allowed group members to do his/her share of the work. Wasted time.
Spkg Clarity/Fluency/Pronunciation	TRES BIEN Speaks clearly and distinctly all the time with no unnatural pauses or distractions. Perfect or nearly perfect pronunciation.	BIEN Speaks clearly and no distinctly most of the time with one unnatural pause/distraction. Good French pronunciation, with only a couple words mispronounced.	CA VA Speaks clearly and distinctly during half of the presentation with some unnatural pauses/distractions. Several French words are mispronounced.	MAL Often mumbles and cannot be understood OR has multiple distractions and unnatural pauses. More than half of French words are mispronounced.
Preparedness	TRES BIEN Student is completely prepared and has obviously rehearsed. Minimal dependency on script.	BIEN Student seems pretty prepared but might have needed a couple more rehearsals. Reliant on script that may impede on the fluidity of the skit.	CA VA The student is somewhat prepared, but it is clear that rehearsal was lacking. Lots of hesitation and reliance on script that greatly impedes on the fluidity of the skit.	MAL Student does not seem at all prepared to present. Script may not be completed or student may not have his or her copy of the script.

Reading Group Performance					
	A+ 4 pts	B+ 3 pts	C+ 2 pts	D+ 1 pts	F 0 pts
VOCABULARY	A+ Student will read all of their words correctly.	B+ Student will read at least 8 of their words correctly.	C+ Student will read at least 5 of their words correctly.	D+ Student will read at least 3 of their words correctly.	F Student could not read any of their words.
PARTICIPATION	A+	B+	C+	D+	F

	Student actively participates in group gatherings daily all week long.	Student participates at least 4 times during the week.	Student participates at least 3 times during the week.	Student participates at least 2 times during the week.	Student did not participate at any time during the week.
LISTENING SKILLS	A+	B+	C+	D+	F
	Student actively listens during each group gatherings all week.	Student was reminded 1 time to pay attention during group gatherings all week.	Student was reminded 2-3 times to pay attention during group gatherings all week.	Student was reminded 4-5 times to pay attention during group gatherings all week.	Student was continually reminded to pay attention during group gatherings all week.
COMPREHENSION	A+	B+	C+	D+	F
	Student was able to respond correctly to all questions about the story.	Student was able to respond correctly to 3 questions about the story.	Student was able to respond correctly to 2 questions about the story.	Student was able to respond to 1 question about the story.	Student was unable or unwilling to respond to any questions about the story.
ORAL READING	A+	B+	C+	D+	F
	Student will read the passage with no errors	Student will read the passage with no more than 1 error.	Student will read the passage with no more than 2-3 errors.	Student will read the passage with no more than 4 errors.	Student was unable or unwilling to read the passage.