Revised 2026

Glen Ridge Board of Education
French 7
Grade 7
Elective
Full Year

New Jersey Student Learning Standards

Written by: Jennifer L. Chiang

World Language Arts Mission Statement:

The mission of the World Language Department is to prepare our students with communicative skills and cultural awareness to engage successfully in an interconnected global community. We are committed to cultivating lifelong learners who value language acquisition as a pathway to personal growth, global understanding, and meaningful connection. Our instruction is grounded in the four essential components of language learning—listening, speaking, reading, and writing—while also emphasizing the three modes of communication: interpersonal, interpretive, and presentational. Students actively engage in conversations, interpret authentic texts and media, and present information and ideas with clarity and confidence, developing the curiosity, adaptability, and skills necessary to continue learning beyond the classroom.

Course Description: In this course students will use the four linguistic domains (speaking, reading, listening and writing) to explore greetings and goodbye, introductions and expressions of courtesy and the terminology for people and things in and around a classroom. Students will tell time and use the present tense of -er verbs. Students will learn how to form questions and express negation. Students will explore concepts about family, friends and pets. Students will learn to count from 0-1000. Students will learn about relationships and what family means in France and specifically Paris. Students will learn about the diversity of the French speaking world or Le Monde Francophone. Students will learn about French school life and le bac. Finally, students will learn about popular leisure activities in France as well as the French regions of La Normandie, La Bretagne, and Le Quebec.

French 7
Unité préliminaire: Preliminary Unit
Time Allotted (days of instruction): 15 days
New Jersey Student Learning Standards (NJSLS)
7.1.NM.IPRET.LIT.3A: With flexible supports as needed, demonstrate comprehension of several familiar words and phrases in culturally authentic materials relevant to students' lives. 7.1.NM.IPRET.LIT.3B: With flexible supports as needed, demonstrate comprehension of several simple aural, written, or signed commands, directions, and requests relevant to students' lives. 7.1.NM.IPRET.LIT.4: With flexible supports as needed, infer meaning and demonstrate understanding of several unfamiliar words in highly-contextualized, culturally authentic materials relevant to students' lives: 7.1.NM.IPRET.LIT.5: With flexible supports as needed, identify several visual, aural, and text features to interpret the purpose of simple culturally authentic materials relevant to students' lives. 7.1.NM.IPERS.IC.1: With flexible supports as needed, request and share simple information about cultural products and practices relevant to students' lives: 7.1.NM.IPERS.IC.2A: With flexible supports as needed, imitate several culturally authentic non-verbal and verbal patterns in situations relevant to students' lives. 7.1.NM.IPERS.LIT.3A: With flexible supports as needed, request and provide several pieces of information relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.3B: With flexible supports as needed, communicate simple needs on topics relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.5: With flexible supports as needed, express and react to several preferences relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.6: With flexible supports as needed, express and react to several opinions relevant to students' lives using memorized, practiced words, phrases,

and simple formulaic sentences.
7.1.NM.PRSNT.LIT.3: With flexible supports as needed, recite or imitate several observable details from age- and level-appropriate, culturally authentic materials using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.4: With flexible supports as needed, state several pieces of individual information using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.5A: With flexible supports as needed, state several preferences using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.5B: With flexible supports as needed, offer several opinions using memorized, practiced words, phrases, and simple formulaic sentences.

Essential Questions	Student Learning Objectives	Activities
● How does culture affect the way we greet and introduce one another? ● In what ways do non-verbal greetings (like la bise, handshakes, or gestures) vary across diverse French-speaking communities around the world? ● How do my personal background, identity, and language choices shape the way I present myself when meeting someone new? ● Why is greeting someone appropriately the first step in building empathy, connection and community across different cultures? ● How does greeting someone in their native or preferred language show respect for linguistic and cultural diversity?	SWBAT: ● Introduce yourself to others ● Say the alphabet and spell your name in French ● Tell how old you are and when your birthday is ● Give your nationality and tell where you are from ● Talk about your classroom and the school subjects you study ● Describe your school schedule	● Present the section vocabulary through interactive digital resources, all with audio: Interactive Vocabulary Tutorials, and the Vocabulaire list. Refer to the Teaching Tips in the TE. ● Have students demonstrate understanding through role-playing, illustrating, classifying, associating, and defining new vocabulary words. ● Have student pairs reflect on the Comment t'appelles-tu? content. Use Teaching Tips, Suggestion, and Expansion features in the TE to aid students' comprehension. ● Students can practice the section vocabulary using My Vocabulary on vhlcentral.com. ● Present Tu es de quelle nationalité? through interactive digital resources, all with audio: Interactive Vocabulary Tutorials, and the Vocabulaire list. Refer to the Teaching Tips in the TE. ● Have student pairs reflect on the Quel âge as-tu? content and make connections between the vocabulary learned in the previous section. Students can practice the vocabulary using My Vocabulary on vhlcentral.com. ● Have student pairs reflect on the Roman-photo content and make connections between the video and vocabulary they have learned so far. ● Discussions ● Roman-Photo (Video series) viewing ● Role Play ● TPR ● Reading ● Charting/grouping ● Teacher directed instruction/ Modeling of the language

		• Roll and poll/ Q and À type activities • Peer surveys • Info gap activities • Circle chat activities • Classroom labeling • Mapping • Video viewing/ video creation • Charades • Rapid drill • Paired and group activities • Picture gallery descriptions • Interviews • Matching game activity • Listening activities • White board activities • Cognate hunt • Quizlet activities • Tour Francophone cities virtually via Google Earth
Resources/Materials	Chemins 1A; Quizlet, Pear Deck, Kahoot, YouTube, Blooket, Whiteboards, Pictionary, Language Lab	
Interdisciplinary Connections	**NJSLS ELA** SL.PE.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. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Career Readiness, Life Literacies & Key Skills (CLKS)	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	
Computer Science & Design Thinking (CS&DT)	8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.	
Diversity/Equity/Inclusion	Students will learn about the various countries in the French speaking world and the various ethnicities in the French speaking world. Students will do an Identity Gallery Walk so that students can practice introducing themselves while learning about real cultural customs in underrepresented French-speaking regions. Students will target language content using cards. Students will also use preferred greeting gestures (e.g. À	

	nod/ verbal greeting in Senegal, la bise with 2 touches in Belgium, a handshake in formal Quebece contexts. Students will use local language context where there will be a note on regional multilingualism (e.g. speaking Wolof alongside French in Senegal, or Haitian Creole alongside French in Haiti.) Students will dismantle the assumption that French is strictly a European language whil teaching cross-cultural empathy.

Assessments			
Formative	**Summative**	**Benchmarks**	**Alternative**
● Paired dialogues ● Listening Comprehension ● Writing Samples ● Reading comprehension ● Verbal evaluations	● Unit Preliminaire A Vocabulary Quiz, Unit PreliminaireA Grammar Quiz, Unit Unit PreliminaireB Vocabulary Quiz, Unit Unit PreliminaireB Vocabulary Quiz and a Unit Unit Preliminaire Test	● Pre-Assessment SGO ● Chunking larger vocabulary lists and practicing them section by section ● Introducing grammar by comparing it to prior knowledge	● Students role play and create their own dialogues, integrating vocabulary and grammar.

Modifications		
English Language Learners	**Special Education/504**	**Gifted and Talented**
● Use visual representations of new vocabulary ● Cooperative and partner activities ● Make lessons visual	● At teacher discretion, shorten assignments to focus on mastery of key concepts. ● Study guides provided ● Word bank for assessments provided. ● Fewer choices in multiple choice questions on assessments. ● Display a model of the finished product.	● Ask for open ended responses instead of fill ins ● Assessments can include extended research and student sharing of new learning into any aspect of greetings and leave-takings in the Francophone world as self-selected by individual student. ● Design a detailed identity profile for an imaginary diplomat from a Francophone country and write a formal vs. informal greeting script demonstrating when to use *tu* vs. *vous* and appropriate titles (*Monsieur*, *Madame*, *Mademoiselle*). ● Create a coded messaging system using the French alphabet and phonetic pronunciation rules, then write a decoding guide with spelled-out names, towns, and phone numbers for peers to solve.

French 7		
Unit 1: Salut! (Greetings)		
Time Allotted (days of instruction): 45		
New Jersey Student Learning Standards (NJSLS)		
7.1.NM.IPRET.LIT.3A: With flexible supports as needed, demonstrate comprehension of several familiar words and phrases in culturally authentic materials relevant to students' lives. 7.1.NM.IPRET.LIT.3B: With flexible supports as needed, demonstrate comprehension of several simple aural, written, or signed commands, directions, and requests relevant to students' lives. 7.1.NM.IPRET.LIT.4: With flexible supports as needed, infer meaning and demonstrate understanding of several unfamiliar words in highly-contextualized, culturally authentic materials relevant to students' lives: 7.1.NM.IPRET.LIT.5: With flexible supports as needed, identify several visual, aural, and text features to interpret the purpose of simple culturally authentic materials relevant to students' lives. 7.1.NM.IPERS.IC.1: With flexible supports as needed, request and share simple information about cultural products and practices relevant to students' lives: 7.1.NM.IPERS.IC.2A: With flexible supports as needed, imitate several culturally authentic non-verbal and verbal patterns in situations relevant to students' lives. 7.1.NM.IPERS.LIT.3A: With flexible supports as needed, request and provide several pieces of information relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.3B: With flexible supports as needed, communicate simple needs on topics relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.5: With flexible supports as needed, express and react to several preferences relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.6: With flexible supports as needed, express and react to several opinions relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.LIT.3: With flexible supports as needed, recite or imitate several observable details from age- and level-appropriate, culturally authentic materials using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.LIT.4: With flexible supports as needed, state several pieces of individual information using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.LIT.5A: With flexible supports as needed, state several preferences using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.LIT.5B: With flexible supports as needed, offer several opinions using memorized, practiced words, phrases, and simple formulaic sentences.		
Essential Questions	**Student Learning Objectives**	**Activities**
● How do society and culture influence our interactions with one another? ● How are greetings and leave-takings communicated? ● Why are names important? ● Why are numbers important to learn? ● How does the French Alphabet differ from English? ● Why is learning other languages important?	SWBAT: ● Greet people and say goodbye ● Make Introductions ● Describe yourself and others ● Talk about objects in à classroom ● I can use basic greetings, farewells, and introductions ● I can use expressions of courtesy ● I can use the French alphabet and French	● Calendar Project ● Discussions ● Roman-Photo (Video series) viewing ● Role Play ● TPR ● Reading ● Charting/grouping ● Teacher directed instruction/ Modeling of the language ● Roll and poll/ Q and À type activities

● What behaviors are socially unacceptable in Francophone countries? ● Why do we need to be wary of stereotypes?	accent marks ● I can use definite and indefinite articles ● I can use the numbers 0 to 60 ● I can use the expression il y a ● I can use terms to identify people. ● I can use terms for classroom objects ● I can use subject pronouns ● I can use the present tense of etre ● I can use c'est and il/elle est ● I can use adjective agreement ● I can use some descriptive adjectives. ● I can read about and discuss basic aspects of Le Monde Francophone. ● I can read about and discuss basic aspects of French address books and telephone numbers.	● Peer surveys ● Info gap activities ● Circle chat activities ● Classroom labeling ● Mapping ● Video viewing/ video creation ● Charades ● Rapid drill ● Paired and group activities ● Picture gallery descriptions ● Interviews ● Matching game activity ● Listening activities ● White board activities ● Cognate hunt ● Quizlet activities ● Tour Francophone cities virtually via Google Earth
Resources/Materials	Chemins 1A; Quizlet, Pear Deck, Kahoot, YouTube, Blooket, Whiteboards, Pictionary, Language Lab	
Interdisciplinary Connections	SL.PE.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. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Career Readiness, Life Literacies & Key Skills (CLKS)	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	
Computer Science & Design Thinking (CS&DT)	8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.	
Diversity/Equity/Inclusion	Students will learn proper greeting and manners in French culture and about French identity and diversity amongst French citizens. Students will learn and appreciate Le Monde Francophone. Students will use scenario cards and the teacher will provide student pairs with 4 mini-scenarios set in different Francophone regions. Scenario A will feature Senegal, Scenario B will feature Martinique, Scenario C will feature Switzerland, and Scenario D will feature Canada. Students will script a 4-line dialogue using Unit 1 structures and select the correct level of formality. Students will learn that courtesy is universal but its expression is culturally specific. Learning these nuances builds cross-cultural empathy and avoids eurocentric	

	assumptions about “correct” French behavior.

Assessments			
Formative	**Summative**	**Benchmarks**	**Alternative**
● Paired dialogues ● Listening Comprehension ● Writing Samples ● Reading comprehension ● Verbal evaluations	● Calendar Project ● Unit 1A Vocabulary Quiz, 1A Grammar Quiz, Unit 1B Vocabulary Quiz, Unit 1B Vocabulary Quiz and a Unit 1 Test	● Chunking larger vocabulary lists and practicing them section by section ● Introducing grammar by comparing it to prior knowledge	● Paired dialogues ● Listening Comprehension ● Writing Samples ● Reading comprehension ● Verbal evaluations

Modifications		
English Language Learners	**Special Education/504**	**Gifted and Talented**
● Use visual representations of new vocabulary ● Cooperative and partner activities ● Make lessons visual	● At teacher discretion, shorten assignments to focus on mastery of key concepts. ● Study guides provided ● Word bank for assessments provided. ● Fewer choices in multiple choice questions on assessments. ● Display a model of the finished product.	● Ask for open ended responses instead of fill ins ● Assessments can include extended research and student sharing of new learning into any aspect of greetings and leave-takings in the Francophone world as self-selected by individual students. ● Illustrate a dual-panel comic showing the same student arriving at school: Panel A greets a classmate using informal expressions (*Salut*, *Ça va ?*, *tu*), while Panel B greets the principal using formal etiquette (*Bonjour Monsieur*, *Comment allez-vous ?*, *vous*), annotating the visual cues and word choices. ● Design a one-page "Politeness Quick-Guide" mapping basic formulaic phrases (*s'il vous plaît*, *merci*, *de rien*, *excusez-moi*) to visual classroom scenarios to demonstrate appropriate social etiquette without requiring complex sentence building. ● Create a stylized identity badge for an assigned French-speaking country (e.g., Senegal, Switzerland, Martinique), writing target Novice formulas (*Je m'appelle...*, *J'ai... ans*, *Je suis...*) and identifying one regional greeting custom unique to that location.

French 7
Unit 2: Au lycee (In high school)
Time Allotted (days of instruction): 45 days
New Jersey Student Learning Standards (NJSLS)
7.1.NM.IPRET.IC.1: With flexible supports as needed, identify several cultural products and practices relevant to students' lives to begin to recognize cultural perspectives: 7.1.NM.IPRET.IC.2A: With flexible supports as needed, identify several common, authentic, non-verbal practices relevant to the target cultures. 7.1.NM.IPRET.IC.2B: With flexible supports as needed, demonstrate comprehension of brief messages found in short culturally authentic materials on matters of global significance relevant to students' lives 7.1.NM.IPRET.LIT.3A: With flexible supports as needed, demonstrate comprehension of several familiar words and phrases in culturally authentic materials relevant to students' lives. 7.1.NM.IPRET.LIT.3B: With flexible supports as needed, demonstrate comprehension of several simple aural, written, or signed commands, directions, and requests relevant to students' lives. 7.1.NM.IPRET.LIT.4: With flexible supports as needed, infer meaning and demonstrate understanding of several unfamiliar words in highly-contextualized, culturally authentic materials relevant to students' lives: 7.1.NM.IPRET.LIT.5: With flexible supports as needed, identify several visual, aural, and text features to interpret the purpose of simple culturally authentic materials relevant to students' lives. 7.1.NM.IPERS.IC.1: With flexible supports as needed, request and share simple information about cultural products and practices relevant to students' lives: 7.1.NM.IPERS.IC.2A: With flexible supports as needed, imitate several culturally authentic non-verbal and verbal patterns in situations relevant to students' lives. 7.1.NM.IPERS.IC.2B: With flexible supports as needed, request and provide several pieces of information related to matters of global significance relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences: 1. Examine matters in one's own region; 2. Examine matters in the target regions of the world; 3. Examine matters in other regions of the world. 7.1.NM.IPERS.LIT.3A: With flexible supports as needed, request and provide several pieces of information relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.3B: With flexible supports as needed, communicate simple needs on topics relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.4: With flexible supports as needed, express and react to several feelings relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.5: With flexible supports as needed, express and react to several preferences relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.6: With flexible supports as needed, express and react to several opinions relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.IC.1: With flexible supports as needed, identify and label common products and practices relevant to students' lives: A. in the students' own cultures; B. in the target language cultures; C. in other cultures. 7.1.NM.PRSNT.IC.2A: With flexible supports as needed, imitate and employ several culturally authentic, practiced behaviors in situations relevant to students' lives. 7.1.NM.PRSNT.IC.2B: With flexible supports as needed, name and label several pieces of information related to matters of global significance relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences: 1. Examine matters in one's own region; 2. Examine matters in the target regions of the world; 3. Examine matters in other regions of the world.

7.1.NM.PRSNT.LIT.3: With flexible supports as needed, recite or imitate several observable details from age- and level-appropriate, culturally authentic materials using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.5A: With flexible supports as needed, state several preferences using memorized, practiced words, phrases, and simple formulaic sentences.

Essential Questions	Student Learning Objectives	Activities
● How does the school experience in French-speaking countries compare to the school experience in the US? ● Why is education important? ● Who do educational systems vary? ● What is the value of hard work? ● How does our high school differ from those of the Francophone world? ● Why are there different ways of asking questions? ● What purpose do standardized tests have?	● I can talk about your classes ● I can say when things happen ● I can discuss your schedule ● I can use terms for academic subjects. ● I can express likes and dislikes. ● I can use -ER verbs. ● I can use -CER and -GER verbs. ● I can ask questions. ● I can express negation. ● I can use expressions of time. ● I can use the verb AVOIR. ● I can use some AVOIR EXPRESSIONS. ● I can ask and tell time. ● I can read about and discuss basic aspects of France. ● I can read about and discuss French immersion schools.	● Province Project ● Discussions ● Roman-Photo (Video series) viewing ● Role Play ● TPR ● Reading ● Jeopardy Game to review questions ● Memory game with days of the week and -er verbs ● Paper clock activities ● Guest lecture on study abroad ● Charting/grouping ● Teacher directed instruction/ Modeling of the language ● Creating Google Slides about their favorite subjects in school ● Roll and poll/ Q and A type activities ● Peer surveys ● Info gap activities ● Circle chat activities ● Classroom labeling ● Mapping ● Video viewing/ video creation ● Charades ● Rapid drill ● Paired and group activities ● Picture gallery descriptions ● Interviews ● Matching game activity ● Listening activities ● White board activities ● Cognate hunt ● Quizlet activities ● Tour Francophone cities virtually via Google Earth
Resources/Materials	Chemins 1A; Quizlet, Pear Deck, Kahoot, YouTube, Blooket, Whiteboards, Pictionary, Language Lab	

Interdisciplinary Connections	SL.PE.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. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Career Readiness, Life Literacies & Key Skills (CLKS)	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
Computer Science & Design Thinking (CS&DT)	8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
Diversity/Equity/Inclusion	Students will learn about French school life and its requirements for high school and universities and how they differ from those in the United States. Students will discuss global educational equity by examining how access to supplies, technology and infrastructure varies across different socio-economic and geographic region such as students from immigrant background (e.g. North African, Sub-Saharan African, and Southeast Asian diaspora.

Assessments			
Formative	**Summative**	**Benchmarks**	**Alternative**
● Paired dialogues ● Listening Comprehension ● Writing Samples ● Reading comprehension ● Verbal evaluations	● Province Project ● Family Tree Project ● Unit 2A Vocabulary Quiz, 2A Grammar Quiz, Unit 2B Vocabulary Quiz, Unit 2B Vocabulary Quiz and a Unit 2 Test	● Chunking larger vocabulary lists and practicing them section by section ● Introducing grammar by comparing it to prior knowledge	● Students role play and create their own dialogues, integrating vocabulary and grammar.

Modifications		
English Language Learners	**Special Education/504**	**Gifted and Talented**
● Use visual representations of new vocabulary ● Cooperative and partner activities ● Make lessons visual	● At teacher discretion, shorten assignments to focus on mastery of key concepts. ● Study guides provided ● Word bank for assessments provided. ● Fewer choices in multiple choice questions on assessments. ● Display a model of the finished product.' ● Can have small group and/or individualized	● Ask for open ended responses instead of fill ins ● Assessments can include extended research and student sharing of new learning into any aspect of education and school systems in the Francophone world as self-selected by individual students. ● Construct a visual side-by-side weekly schedule contrasting an American student's school day with a French *lycéen's* day (accounting for Wednesday

	instruction as well as added language support such as access to notes, textbook, dictionary and other resources.	afternoons, block timing, and lunch breaks), labeling time slots using numbers 0–60 and telling time formulas (*Il est... heure(s)*). ● Draft an illustrated checklist for a "Dream Backpack" (*Mon sac à dos idéal*), categorizing classroom items using singular and plural indefinite/definite articles (*un*, *une*, *des*, *le*, *la*, *les*) alongside color and size adjectives. ● Design a multi-choice peer survey asking classmates about their preferred school subjects, filling in simple form templates using *-er* verbs (*J'aime*, *Je déteste*, *J'étudie*) and basic subject nouns (*les mathématiques*, *l'histoire*).

French 7
Unit 3: La famille et les copains (Family and friends)
Time Allotted (days of instruction): 65 days
New Jersey Student Learning Standards (NJSLS)
7.1.NM.IPRET.IC.1: With flexible supports as needed, identify several cultural products and practices relevant to students' lives to begin to recognize cultural perspectives: 7.1.NM.IPRET.IC.2A: With flexible supports as needed, identify several common, authentic, non-verbal practices relevant to the target cultures. 7.1.NM.IPRET.IC.2B: With flexible supports as needed, demonstrate comprehension of brief messages found in short culturally authentic materials on matters of global significance relevant to students' lives 7.1.NM.IPRET.LIT.3A: With flexible supports as needed, demonstrate comprehension of several familiar words and phrases in culturally authentic materials relevant to students' lives. 7.1.NM.IPRET.LIT.3B: With flexible supports as needed, demonstrate comprehension of several simple aural, written, or signed commands, directions, and requests relevant to students' lives. 7.1.NM.IPRET.LIT.4: With flexible supports as needed, infer meaning and demonstrate understanding of several unfamiliar words in highly-contextualized, culturally authentic materials relevant to students' lives: 7.1.NM.IPRET.LIT.5: With flexible supports as needed, identify several visual, aural, and text features to interpret the purpose of simple culturally authentic materials relevant to students' lives. 7.1.NM.IPERS.IC.1: With flexible supports as needed, request and share simple information about cultural products and practices relevant to students' lives: 7.1.NM.IPERS.IC.2A: With flexible supports as needed, imitate several culturally authentic non-verbal and verbal patterns in situations relevant to students' lives. 7.1.NM.IPERS.IC.2B: With flexible supports as needed, request and provide several pieces of information related to matters of global significance relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences: 1. Examine matters in one's own region; 2. Examine matters in the target regions of the world; 3. Examine matters in other regions of the world. 7.1.NM.IPERS.LIT.3A: With flexible supports as needed, request and provide several pieces of information relevant to students' lives with simple, practiced questions and using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.3B: With flexible supports as needed, communicate simple needs on topics relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.4: With flexible supports as needed, express and react to several feelings relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.5: With flexible supports as needed, express and react to several preferences relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.IPERS.LIT.6: With flexible supports as needed, express and react to several opinions relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences. 7.1.NM.PRSNT.IC.1: With flexible supports as needed, identify and label common products and practices relevant to students' lives: A. in the students' own cultures; B. in the target language cultures; C. in other cultures. 7.1.NM.PRSNT.IC.2A: With flexible supports as needed, imitate and employ several culturally authentic, practiced behaviors in situations relevant to students' lives. 7.1.NM.PRSNT.IC.2B: With flexible supports as needed, name and label several pieces of information related to matters of global significance relevant to students' lives using memorized, practiced words, phrases, and simple formulaic sentences: 1. Examine matters in one's own region; 2. Examine matters in the target regions of the world; 3. Examine matters in other regions of the world.

7.1.NM.PRSNT.LIT.3: With flexible supports as needed, recite or imitate several observable details from age- and level-appropriate, culturally authentic materials using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.4: With flexible supports as needed, state several pieces of individual information using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.5A: With flexible supports as needed, state several preferences using memorized, practiced words, phrases, and simple formulaic sentences.
7.1.NM.PRSNT.LIT.5B: With flexible supports as needed, offer several opinions using memorized, practiced words, phrases, and simple formulaic sentences.

Essential Questions	Student Learning Objectives	Activities
● How do the ideas of family, friendship, and relationships vary across cultures? ● What defines “family”? ● Why do we need healthy friendships? ● Why should we honor our past and our heritage? ● What value do pets have in our lives?	● I can identify family members. ● I can use some vocabulary for pets. ● I can read about and discuss French families. ● I can use descriptive adjectives. ● I can use possessive adjectives. ● I can use some words for professions and occupations. ● I can use the numbers 61 to 100 ● I can use some prepositions of location. ● I can use disjunctive pronouns. ● I can read about and discuss basic aspects of Paris. ● I can read about and discuss the French and their pets.	● Town Map Project ● Discussions ● Roman-Photo (Video series) viewing ● Role Play ● TPR ● Reading ● Number relay game ● Brainstorming “Mon copain ideal” ● Number Bingo ● Write a personal ad ● Jeopardy Game to review questions ● Preposition GOUIN series ● Guest lecture on study abroad ● Charting/grouping ● “Our class” family tree creation ● Qui suis-je? Game (Who am I?) ● Show and Tell ● Word association activity with adjectives and professions ● Google hangout with a Francophone family ● Teacher directed instruction/ Modeling of the language ● Roll and poll/ Q and A type activities ● Peer surveys ● Info gap activities ● Circle chat activities ● Classroom labeling ● Mapping ● Video viewing/ video creation ● Charades ● Rapid drill ● Paired and group activities ● Picture gallery descriptions

		• Interviews • Matching game activity • Listening activities • White board activities • Quizlet activities • Tour Francophone cities virtually via Google Earth
Resources/Materials	Chemins 1A; Quizlet, Pear Deck, Kahoot, YouTube, Blooket, Whiteboards, Pictionary, Language Lab	
Interdisciplinary Connections	SL.PE.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. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Career Readiness, Life Literacies & Key Skills (CLKS)	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	
Computer Science & Design Thinking (CS&DT)	8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.	
Diversity/Equity/Inclusion	Students will learn about families in France and relationships. Life in La Suisse and La Belgique will be amongst the topics covered within lessons about homelife. Through exposure to history, customs, and language fundamental to the culture of French-speaking places throughout the world, students will acquire the skills needed to be informed citizens who value diversity and promote cultural understanding in an interconnected world.	

Assessments			
Formative	**Summative**	**Benchmarks**	**Alternative**
• Paired dialogues • Listening Comprehension • Writing Samples • Reading comprehension • Verbal evaluations	• Town Map Project • Unit 3A Vocabulary Quiz, 3A Grammar Quiz, Unit 3B Vocabulary Quiz, Unit 3B Vocabulary Quiz and a Unit 3 Test • Unit 4 Quiz and tests	• Chunking larger vocabulary lists and practicing them section by section • Introducing grammar by comparing it to prior knowledge	• Students role play and create their own dialogues, integrating vocabulary and grammar.

Modifications		
English Language Learners	**Special Education/504**	**Gifted and Talented**
• Use visual representations of new	• At teacher discretion, shorten assignments to	• Ask for open ended responses instead of fill ins

vocabulary ● Cooperative and partner activities ● Make lessons visual	focus on mastery of key concepts. ● Study guides provided ● Word bank for assessments provided. ● Fewer choices in multiple choice questions on assessments. ● Display a model of the finished product.' ● Can have small group and/or individualized instruction as well as added language support such as access to notes, textbook, dictionary and other resources.	● Assessments can include extended research and student sharing of new learning into any aspect of greetings and leave-takings in the Francophone world as self-selected by individual students. ● Create a fictional or historical Francophone family tree (e.g., French royalty or a famous Francophone family), labeling relationships and ages using possessive adjectives (*son*, *sa*, *ses*) and numbers up to 100. ● Create a mini "community directory" that pairs family members with their professions, using *être* + profession (omitting indefinite articles) alongside prepositions of location to describe where each person works.