

Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment 6-8	Performance Benchmarks/Assessment 9-12
FMS- 10 Weeks MHS & 6 8 weeks	Let's Introduce Ourselves	-Pronounce the alphabet using common French names and words -greet and say good-bye -introduce themselves and others -use the verb "être" to express who they are and where they are from -recognize and use numbers in giving address, telephone number, and age -Express date, time, weather, and seasons. GRAMMAR: -indefinite articles -present tense of être	7.1 A.2, 4, 5 7.1 B 2, 3, 4 7.1 C2, 4 7.2 A1 7.2 B1 7.2 C2	SWBAT create a dialogue introducing themselves using appropriate salutations, French names, expressing where they are from, age, and relation. SWBAT create a calendar including days, months, dates, seasons, and typical weather. SWBAT recognize and demonstrate culturally significant nonverbal salutations within real-life situations.	SWBAT role play a scene introducing a new friend to their parents. SWBAT exchange common greetings, ask and respond to questions. SWBAT illustrate and label the four seasons and the weather for each season.
FMS- 10 weeks MHS & 6 5 weeks	Let's Meet the Family	-Describe family members -express relationships between family members (age 1-100, physical traits membership, origin, nationality) -express similarities and differences among families -Optional: Occupations of family members GRAMMAR: -definite articles -subject pronouns -present tense of "avoir" -simple descriptive adjectives -possessive adjectives	7.1 A3, 4, 5 7.1 B3, 4 7.1 C2, 4 7.2 A1, 3 7.2 C3	SWBAT create a family tree of 10 or more immediate and extended family members including relationship of self and each member using possessive adjectives. SWBAT orally present family tree and describe 5 members of the family using descriptive adjectives.	SWBAT survey classmates and report findings to the class – include age, appearance, origin, and nationality of at least 10 different family members.
FMS- 16 weeks MHS & 6 6 weeks	La Vie Quotidienne (Free Time Activities, Going to School, Lunchtime Foods)	-Discuss daily schedule; ask and answer questions about classes, teachers, times of classes, and objects in the classroom. -Compare and contrast U.S. and target language schools (classes offered, grading systems, time, length of day, academic year, after-school activities). -Give and follow class commands GRAMMAR: -present tense of "ER" verbs - review of "être" -present tense of "faire" -negation (ne..pas) -formation of questions and question words	7.1 A1, 3, 4, 5 7.1 B1, 3, 4, 5 7.1 C3 7.2 A1,3 7.2 C3	SWBAT create a school schedule identifying time of class, location, and preferences using question words, SWBAT survey classmates about leisure activities, likes and dislikes and orally present findings. SWBAT design and label a poster of 8 favorite pastimes.	SWBAT create a poster illustrating a typical school day's activities. SWBAT write 2 sentences explaining each illustration and respond orally to questions about the creation.
Throughout the year	Exploring Other Cultures	-Identify Francophone countries -Become familiar with France, its major cities, and its borders -Identify major geographical features of France -Become familiar with customs and culture -Become familiar with the Tour de France	7.2 A1, 2, 3, 4 7.2 C3	SWBAT complete a map of France labeling borders, major cities, rivers, and mountains. SWBAT teach classmates about a major city in France.	SWBAT complete a map of France labeling borders, major cities, rivers, and mountains.

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FMS- 10 weeks MHS & 7H 6 weeks	La Vie Quotidienne (Free Time Activities, Lunchtime Foods)	<ul style="list-style-type: none"> - Discuss leisure activities and favorite pastimes. - Discuss lunch-time foods. - Discuss television shows and movies. - Compare and contrast U.S. and target language schools (classes offered, grading systems, time, length of day, academic year, after-school activities). <p>GRAMMAR:</p> <ul style="list-style-type: none"> - Review present tense of “ER” verbs - “être” - “faire” - negation (ne...pas) - adjectives - formation of questions and question words 	7.1 A1, 3, 4, 5 7.1 B1, 3, 4, 5 7.1 C 3 7.2 A1, 3 7.2 C3	<p>SWBAT interview a classmate with appropriate question words and orally present findings to class.</p> <p>SWBAT use at least 10 –er verbs in discussing leisure activity preferences.</p>	<p>SWBAT write a personal ad describing themselves and their interests</p> <p>SWBAT choose a personal ad and respond to the sender.</p>
FMS- 15 weeks MHS & 7H 6 weeks	People and Possessions	<ul style="list-style-type: none"> - Identify common objects and possessions - Using additional adjectives (colors, size, appearance, nationalities, etc.) - Describe people and possessions <p>GRAMMAR:</p> <ul style="list-style-type: none"> -adjective placement and agreement -prepositions of place -definite vs. indefinite articles -“Il est” vs. “C’est” -possessions using “de” -“avoir” expressions 	7.1 A3, 4, 5 7.1 B3, 4, 5 7.1 C1 7.2 A1, 3, 4	<p>SWBAT present a student-made collage or poster describing a variety of photos (giving nationalities, physical and personality traits, and ages of individuals shown).</p> <p>Using a picture prompt, SWBAT write a brief paragraph which identifies and locates six personal objects in their homes.</p>	<p>SWBAT create a written description of a person of their choice which will include at least 5 physical traits, 3 personality traits, his/her nationality and age.</p> <p>Using a picture prompt, SWBAT explain to the class the location and description of various objects in the room.</p>
FMS- 10 weeks MHS & 7H 6 weeks	Let’s Visit Our Town	<ul style="list-style-type: none"> - Identify buildings and places in the city - Choose various means of transportation - State at what locations various activities take place - Identify French specialty stores - Describe the rooms of your house. <p>GRAMMAR:</p> <ul style="list-style-type: none"> - present tense of “aller” - the “futur proche” - present tense of “venir” - contractions (“au, du”) - ordinal numbers - stress pronouns 	7.1 A1, 3, 4, 5 7.1 B1, 3, 4 7.1 C2, 3 7.2 A1 7.2 C1, 2	<p>SWBAT create a village identifying the major buildings and streets. OR SWBAT create a house identifying the rooms and what is done in each.</p> <p>SWBAT explain how to move from one location to another and what you do there</p>	<p>SWBAT write a paragraph identifying at least 10 buildings in their neighborhood and explaining what takes place in each building. OR</p> <p>SWBAT write a paragraph about their home and what takes place in each room.</p> <p>Using a map of a town, SWBAT follow oral directions getting from one place to another.</p>
Throughout the year	Exploring Other Cultures	<ul style="list-style-type: none"> - Introduction to Canada (Montreal and Quebec) - Leisure activities - Film, television, music 	7.2 A1, 2, 3, 4 7.2 C3	<p>SWBAT identify popular sites in French-speaking Canada</p> <p>SWBAT create a TV/Movie guide and describe the programs</p> <p>SWBAT introduce classmates to a French song</p>	

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FMS - 8 weeks MHS & 8H 5 weeks	What to Wear, When and Where?	<ul style="list-style-type: none"> - Identify clothing items by color, size, price, and appearance; - State where various clothing items and accessories can be purchased; - Inquire and respond to questions concerning appropriate clothing choices for different weather conditions and occasions. <p>GRAMMAR:</p> <ul style="list-style-type: none"> - spelling-changing verbs (acheter, préférer, mettre) - “IR” and “RE” verbs in the present tense; comparisons, irregular adjectives (beau, nouveau, vieux) - demonstrative adjectives 	7.1 A3, 4, 5 7.1 B3, 4 7.1 C 1 7.2 A3, 4	<p>SWBAT organize in groups a fashion show including the following components and communicative proficiencies:</p> <ul style="list-style-type: none"> *theme *music *description of modeled clothing *where clothing is purchases *price <p>SWBAT create a clothing catalogue/ or boutique selling at least 15 different items of clothing and identifying colors, sizes, and price.</p>	SWBAT write a descriptive essay of 3 paragraphs describing clothing items shown in a picture.
FMS – 10 Weeks	Travel to Paris	<ul style="list-style-type: none"> - Identify airport and airplane vocabulary - Review weather - Review clothing - Identify sites - Ask for, give, and follow - Inquire about and use Paris transportation systems <p>GRAMMAR:</p> <ul style="list-style-type: none"> - review present tense of regular and irregular verbs 	7.1 A1, 3, 4 7.1 B1, 3, 4 7.1 C1 7.2 A2 7.2 B2 7.2 C1	<p>SWBAT plan a weekend vacation to Paris</p> <p>SWBAT express preferences and dislikes</p> <p>SWBAT describe weather conditions during their trip</p> <p>SWBAT create a passport</p> <p>SWBAT write a post card</p> <p>SWBAT ask for, give, and follow directions using Paris transportation</p> <p>SWBAT identify pictures of important sites</p> <p>SWBAT discuss what items they have in their suitcases</p>	
FMS - 10 weeks	What’s for Dinner?	<ul style="list-style-type: none"> - Identify foods eaten - Categorize foods into appropriate food groups and express preferences - Compare and contrast a student’s weekly diet with that of a classmate after maintaining a food log of everything eaten - Identify specific shops in France and what is sold in each - Explain how to set the table - Create a restaurant/café menu to be used in a dialogue - Compare and contrast eating habits between French-speaking countries and the United States. - Create a chart or Venn diagram which includes times of day when meals are eaten, typical foods prepared for each meal <p>GRAMMAR:</p> <ul style="list-style-type: none"> - vouloir 	7.1 A3, 5 7.1 B3, 4 7.1 C2 7.2 A1 7.2 B1	<p>SWBAT identify a variety of foods eaten at each meal</p> <p>SWBAT state where food items can be purchased</p> <p>SWBAT express food preferences and choices</p> <p>SWBAT compare and contrast eating customs in the US and the target country (meal times, table etiquette, table settings)</p> <p>SWBAT create and present a restaurant dialogue</p>	

		<ul style="list-style-type: none"> - boire - partative - comparaisons (plus que, moins que, aussi que) 			
FMS- 8 weeks	Health & Well-Being	<ul style="list-style-type: none"> - Identify parts of the body - Express well-being, discomfort, and illnesses - Describe healthy foods and activities <p>GRAMMAR:</p> <ul style="list-style-type: none"> - avoir expressions - dormir - à la, à l', au, aux - verb conjugations - introduction to passé composé with regular verbs 	<p>7.1 A 7.1 B 7.1 C</p>	<p>SWBAT role-play a visit to the doctor, specifying the following:</p> <ul style="list-style-type: none"> - discomfort or illness - parts of the body - doctor's orders <p>SWBAT create a food pyramid of healthy foods</p> <p>SWBAT keep an activity journal in the past tense and share with a classmate. The classmate must give advice regarding healthy practices.</p>	
FMS - Throughout the year	Exploring Other Cultures	<ul style="list-style-type: none"> - Introduction to Paris and its sites - French cuisine - Newspapers and magazines 	<p>7.2 A1, 2, 3, 4 7.2 C3</p>	<p>SWBAT plan a weekend vacation in Paris explaining where they will stay, what they will visit, and what they will eat.</p> <p>SWBAT read and explain authentic French articles</p>	SWBAT identify major Parisian sites.