

| Time Frame | Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment 6-8 | Performance Benchmarks/Assessment 9-12 |
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| Sept./ Oct./ Nov. | <p>ALL ABOUT ME</p> <p>Descriptions - appearance, personality, intelligence</p> <p>Occupations</p> <p>Personal Preferences</p> <p>Family Members</p> <p>Nationalities</p> | <p>Describe self and others (appearance, personality, intelligence, occupation)</p> <p>Listen to a culturally authentic selection and describe/ draw the main characters</p> <p>Identify various occupations from visual prompts</p> <p>Explain job requirements and responsibilities (Include place of work, daily tasks, and tools associated with the profession)</p> <p>Ask and respond to questions about hobbies, activities, and school</p> <p>Create a survey of classmates' preferences</p> <p>Identify and describe extended family members (appearance, personality, intelligence, occupation)</p> <p>Respond to questions about age, family relationship, occupation, and physical appearance</p> <p>Identify the nationality of various people and state their country of origin GRAMMAR: Review of ÊTRE, ER, IR, RE regular verbs; Review regular and irregular adjectives (placement and agreement)</p> | <p>7.1 A3, A4, A5, A6, B3, B5, C2, C3</p> <p>7.2 A1, A2, A3, B2</p> | <p>SWBAT enact a scenario between a new French-speaking student and the class. One student will describe the new classmate before he/she arrives; new student will introduce himself/herself and answer questions regarding origin and family.</p> <p>SWBAT compare and contrast likes and dislikes regarding hobbies, activities, and school.</p> <p>SWBAT match pictures of occupations with the target language.</p> | <p>SWBAT create a dialogue between 2 students who are meeting one another for the first time. They will present this conversation to the class.</p> <p>SWBAT compare and contrast likes and dislikes regarding hobbies, activities, and school.</p> <p>SWBAT present orally their job aspirations including job descriptions and reasons for their choice of work.</p> |
| Nov/Dec | <p>DIEU MERCI, C'EST VENDREDI!</p> <p>Leisure Activities</p> <p>Household Chores</p> <p>Zoo and Farm Animals</p> <p>Weekend Plans</p> | <p>Compare and contrast leisure activities with a classmate (location, duration, and with whom the activity will be done).</p> <p>After reading a short story in the target language, students will retell the story in their own words, ask and answer questions about the plot and characters.</p> <p>Respond orally to various situations presented in farm and zoo illustrations.</p> <p>Create and narrate schedule of activities for a typical Saturday.</p> <p>GRAMMAR: Review of Question Formation , ALLER + Infinitive (le Futur Proche), VENIR (De), AVOIR & FAIRE expressions</p> | <p>7.1A2, A3, A4, A6, B3, B4, B5, C1, C2, C3</p> <p>7.2 A3, B2</p> | <p>SWBAT create an Activity Journal telling what you will do over the weekend. Include leisure activities and chores that need to be done. SWBAT describe a trip to a zoo or farm. Include the scenery, the animals seen, the weather, and the activities in which you participated .</p> | <p>SWBAT make plans with friends for the coming weekend. Decide with a partner where you will be going, what you will do when you get there, and how long you stay. Create an itinerary based on your weekend plans. SWBAT create a children's book about an animal story or a visit to a farm or zoo.</p> |

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| Jan./Feb./March | <p>BON VOYAGE!</p> <p>Places of Interest in France</p> <p>Modes of Transportation</p> <p>Regional Cuisine & Traditions</p> | <p>Choose a region of France and identify areas of interest.</p> <p>Ask and respond to questions about items to pack.</p> <p>Compare and contrast preferences of possible means of transportation to and from vacation locations.</p> <p>Describe activities during the visit.</p> <p>GRAMMAR: Passé Composé with AVOIR & ÊTRE (regular and irregular verbs, affirmative, negative, interrogative forms)</p> | <p>7.1 A1, A3, A4, A5 B1, B3, B4 C1, C2 7.2 A2, A3, A4, C1, C2</p> | <p>SWBAT write a postcard in the past tense describing their trip while on vacation in a region of France.</p> <p>SWBAT create a poster of a French region and a travel brochure to convince classmates to visit their area.</p> <p>SWBAT present their project in the target language.</p> | <p>SWBAT role play a conversation between a travel agent and tourist planning a vacation (initial destination, length of stay, travel options, key activities, cost).</p> <p>SWBAT create an Activity Journal written in the past tense describing their activities over winter break.</p> |
| April/May/June | <p>FOOD FOR THOUGHT</p> <p>Food and Beverages</p> <p>Restaurant Vocabulary</p> <p>Grocery Shopping</p> <p>Recipes</p> <p>Eating Habits</p> | <p>Categorize foods into appropriate food groups and express preferences</p> <p>Compare and contrast a student's weekly diet with that of a classmate after maintaining a food log of everything eaten</p> <p>Identify specific shops in France and what is sold in each.</p> <p>Explain how to set the table</p> <p>Create a restaurant/café menu to be used in a dialogue Compare and contrast food and eating habits between French-speaking countries and the United States.</p> <p>Create a chart or Venn diagram which includes time of day when meals are eaten, typical foods prepared for each meal</p> <p>GRAMMAR: VOULOIR, POUVOIR, DEVOIR, BOIRE (Past and Present Tenses), -YER Verbs, Accent-Changing Verbs, Partitive and Use of Definite & Indefinite Articles, Expressions of Quantity, IL FAUT</p> | <p>7.1 A1, A3, A4, A5 B1, B3, B4 C1, C2 7.2 A2, A3, A4, C1, C2</p> | <p>SWBAT role play a conversation between a waiter and a customer; include a greeting, requesting a menu, ordering a three-course meal and beverage, requesting the check, and making payment. Using a French food circular,</p> <p>SWBAT tell a friend what foods to buy in order to prepare a favorite meal. Include an appetizer, a main course, a beverage, and a dessert. Also, include the price of each item and the total cost of your shopping experience.</p> | <p>SWBAT design and follow a recipe written in the target language, using appropriate food vocabulary and measurements. Include a step by step narration of all necessary ingredients and instructions for the food-making process.</p> <p>SWBAT create and present a dialogue that takes place at the family dinner table. Include: Explanation of how a table should be set, serving a three-course meal, conversation between family members could include chores, plans after dinner, activities of the day, etc.</p> |
| Throughout the year | <p>EXPLORING OTHER CULTURES</p> <p>Famous French-speaking People</p> <p>Current Events</p> <p>Festivals, Holidays, and</p> <p>Special Events</p> | <p>Identify French-speaking people who have made a positive contribution in history and describe their accomplishments.</p> <p>Summarize a current event and explain its significance</p> <p>Recreate authentic festivals, holidays, and special events that are celebrated in the target</p> | <p>7.1 A2, A3, A4, A5 B1, B4, C1, C4 7.2 A1, A3, A4, B2, C1, C2, C3</p> | <p>SWBAT create a cultural presentation to be shared with the class. SWBAT identify famous people after listening to a classmate's presentation.</p> <p>SWBAT summarize orally a current event using a minimum of five sentences in the target language.</p> <p>SWBAT plan and participate in</p> | <p>SWBAT create a cultural presentation to be shared with the class. SWBAT identify famous people after listening to a classmate's presentation.</p> <p>SWBAT summarize orally a current event using a minimum of five sentences in the target language.</p> <p>SWBAT plan and participate in</p> |

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| | <p>Regional Cuisine</p> <p>French Music</p> | <p>language country.</p> <p>Use acquired vocabulary in the target language to explain the preparation of cultural dishes.</p> <p>Listen to and sing traditional songs to acquire specific vocabulary and colloquialisms in the target language.</p> | | <p>a French cultural experience which includes authentic food, dress, music, and decorations.</p> | <p>a French cultural experience which includes authentic food, dress, music, and decorations.</p> |
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