



Subject Area: French Traditional	Course: 7th Grade French		
Unit 3 Title: La Famille et Les Copains	Grade(s): 7	Start: Jan.	End: Feb.
Unit Summary: In this unit, students deepen their descriptive language by learning more adjectives and beginning to describe occupations, relationships, and spatial placement. They explore family life and social relationships in Francophone contexts, especially in Tunisia and the broader Maghreb region. Students interpret authentic texts and videos and learn to use new grammar structures like prepositions of location and disjunctive pronouns to expand what they can say about people and places.			

Stage 1: Desired Results

Massachusetts Learning Standards

Novice Mid World Languages Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
 - a. Recognize traits of multiple cultures and communities. (NM.1.a)
 - b. Identify some basic facts from the text. (NM.1.b)
2. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.a)
- b. Respond to questions by expressing basic information about themselves. (NM.2.b)
- c. Ask highly predictable, formulaic questions. (NM.2.c)

3. Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

- a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)
- b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)

4. Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)
- b. Use appropriate rehearsed gestures and behaviors. (NM.4.b)

Linguistic Cultures Standards

5. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)
- b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:

1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)

2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.6.a.2)

b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:

1. Identifying cognates. (NM.6.b.1) Massachusetts Curriculum Framework for World Languages 29

2. Comparing basic idiomatic expressions. (NM.6.b.2)

3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Lifelong Learning Standards

7. Connections - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)

b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NM.7.b)

8. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:

b. Become lifelong learners by:

1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.8.b.1) 2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.8.b.2) 3. Identifying uses of the target language in the community. (NM.8.b.3)	
Transfer (Authentic, relevant application of learning to new situations)	
Students will be able to independently use their learning to... create a detailed multimedia description of a person (real, fictional, or historical) and their environment, integrating personal traits, profession, and location within a scene. This could be a family member, a public figure, or even an imagined person in a cultural setting (e.g., “Ma cousine au marché en Tunisie”).	
Meaning	
Enduring Understandings Students will understand that... - Language helps us describe not only who people are, but also where they are and what they do. - Families and friendships look different across cultures but serve similar purposes. - Geography and culture influence the way people live, relate, and express identity.	Essential Questions Students will consider... - How can I describe people more fully, including what they do and where they are? - What do relationships and family structures look like in the Maghreb? - How can I use location words to describe real-life situations?
Acquisition	
Knowledge	Skills

Students will know...

• **Vocabulary:**

- Professions: un médecin, une avocate, un ingénieur, un professeur, un artiste, un(e) élève, un(e) coiffeur(-euse)...
- Adjectives (expanding from 3A): généreux, sérieuse, paresseux, actif, drôle, ennuyeux...
- Locations and prepositions: devant, derrière, à côté de, sur, sous, dans
- Numbers 60–100
- Friendship-related terms from reading: un copain, une amie proche, passer du temps avec...

• **Grammar:**

- Prepositions of location with être: Le livre est sur la table.
- Disjunctive pronouns: moi, toi, lui, elle, nous, vous, eux, elles
- Review and expand adjective agreement and placement
- Use of c'est vs. il/elle est with professions and descriptions
- Accents: ç, ê, ï (recognition, pronunciation support, and limited spelling)

Students will be skilled at...

- Describing family members and friends in more detail using a wider range of adjectives.
- Identifying and describing professions and roles of people in their lives.
- Using prepositions of location to explain where people or objects are.
- Using disjunctive pronouns to refer back to people clearly (C'est pour moi. Avec elle.).
- Reading and interpreting short cultural texts and media about families and friendships in Tunisia and the Maghreb.
- Listening to and understanding authentic speech describing relationships and personal identity.