



World Language Department Curriculum Guide

French 1A

Course Description

<p>In Grade 7, students start their first year of a two-year sequence that focuses on developing proficiency in four key skill areas: listening, reading, writing, and speaking, all within a cultural context. An integral part of each course is the study of the cultures and communities that share the common target language. Learning vocabulary, reading and writing in the target language, and practicing the language aloud are essential elements of home assignments. Students learn vocabulary for introductions, days, dates, times, seasons, weather, describing people and objects, talking about what people like to do, everyday activities, school life, restaurants and foods, vocabulary for family members, as well as present-tense verb conjugations for regular and irregular verbs. The desired outcome for 7th graders is not only to prepare a solid learning foundation to build upon for years to come, but also give students the ability to carry a meaningful conversation with a successful outcome based on their needs. The target proficiency level for students in this course is Novice Mid.</p>
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Communication Standards (Novice Mid)

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| <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Respond to culturally diverse interlocutors, products, practices, and ideas with 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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) c. Recognize some behaviors that are likely to offend members of target-language cultures. (NM.4.c) |
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Linguistic Cultures Standards (Novice Mid)

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)
 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 (Novice Mid)

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:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NM.8.a.1)
 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)
 - 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)
 4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.8.b.4)



Subject: French 1A

Units	Concepts/Skills	Key Activities May Include
Term 1 Les leçons préliminaires Preliminary Lessons	<ul style="list-style-type: none"> Say the Alphabet Learn about English words that come from French (continued all year): “Mot du jours” Greet and say goodbye Use Polite Expressions Count and identify Numbers 0-30 Identify and say and spell days of the week Use months of the year and state your birthday Stating and asking age Finding out and giving the date Where France is in Europe and learn about francophone cities in Canada 	<ul style="list-style-type: none"> Quizzes Introductory test Songs for days and greetings Worksheet and discussion on cognates Skit with greetings and simple intro conversations Class discussion and partner work
Term 1 Tu es comment? Describing Oneself	<ul style="list-style-type: none"> How to conjugate the verb to be How to describe people How to make sentence negative How to say state and ask age How to ask and answer simple questions Numbers 30+ 	<ul style="list-style-type: none"> Quizzes Journal: describe yourself or a friend Skit: asking questions Class dialogues with adjectives Map of France and Canada and Africa
Term 1 Les préférences Likes/Dislikes	<ul style="list-style-type: none"> How to conjugate regular “er” verbs How to communicate about activities and hobbies Noël en France La Fête des Rois (le 6 janvier) 	<ul style="list-style-type: none"> Quizzes/test Listening activities with pictures Journal about school subjects Class questions activity Skit about activities Partner work Holiday reading Une fête pour le 6 janvier



Units	Concepts/Skills	Key Activities May Include
Term 2 L'école School	<ul style="list-style-type: none"> ▪ School ▪ School subjects ▪ School supplies ▪ Time/times of day ▪ Numbers, continued ▪ La Fête des Rois (le 6 janvier) 	<ul style="list-style-type: none"> ▪ Read education packet and answer essential questions +class conversation ▪ Quizzes/test ▪ Listening activities with pictures ▪ Journal about school subjects ▪ Class questions activity ▪ Class card activity ▪ Read about the French education system and answer essential questions +class conversation ▪ La fête : le 6 janvier
Term 2 Faire les magasins Le temps libre et les saisons Free Time and Shopping	<ul style="list-style-type: none"> ▪ How to communicate about needs while shopping ▪ How to communicate about certain times of the day with 24 hour time ▪ How to conjugate and use faire correctly ▪ How to write in paragraph form with detail 	<ul style="list-style-type: none"> ▪ Quizzes/test ▪ Listening activities with pictures ▪ Skit about shopping for school ▪ Journal about likes/dislikes ▪ Verb songs ▪ Seasonal songs ▪ Spring poem
Term 3 Le café et le cinéma Restaurants and The Movies	<ul style="list-style-type: none"> ▪ How to express where you are going ▪ How to express the simple future tense ▪ How to order in a restaurant ▪ How to give locations ▪ The preposition "to" ▪ Compare/contrast French and American dining and manners ▪ Compare/contrast French and American cinema 	<ul style="list-style-type: none"> ▪ Quizzes/test ▪ Listening activities with pictures ▪ Write a cafe skit and perform with a group ▪ Reading about French food ▪ Class questions activity ▪ End of the year song ▪ Describe movie characters