



World Language Department Curriculum Guide

French 1B

Course Description

<p>In grade 8, students will continue to develop proficiency in the four key skill areas within a cultural context: listening, reading, writing, and speaking. French is spoken for the majority of the class period, allowing students to hone their listening and speaking skills. Discussions, review games/activities, partner and small group performances are conducted in the target language. Students will continue to improve their writing skills by writing in paragraph or letter format in the target language. Active oral participation is essential for success in this course. At the end of the school year, students will be able to communicate about topics such as a more expansive look at adjectives and food/food culture. They also learn about home and family, clothing, shopping and travel. Students continue to compare and contrast the American and French culture, for example, nutrition and food, as well as traditions. Music will also continue to be an integral part to the course to assist with learning and to enjoy. The goal in grade 8 French is to prepare students for success in a high school level language course. The target proficiency level for students in this course is Novice High.</p>
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Communication Standards (Novice High)

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| <ol style="list-style-type: none"> 1. Interpretive Communication - In texts and conversations on topics that relate personally to students, relying mostly upon understanding of single, simple sentences, supported by repetition and plain language, students: <ol style="list-style-type: none"> a. Understand traits of multiple cultures and communities. (NH.1.a) b. Identify and recognize the main topic and some related information. (NH.1.b) 2. Interpersonal Communication - In conversations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, so that speakers of the language who are accustomed to engaging with language learners understand, students: <ol style="list-style-type: none"> a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (NH.2.a) b. Understand, answer, and ask a variety of questions. (NH.2.b) c. Engage in conversation by understanding and creating language that conveys personal meaning. (NH.2.c) 3. Presentational Communication - In presentations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers of the language who are accustomed to engaging with language learners understand, students: <ol style="list-style-type: none"> a. Demonstrate awareness and understanding of relevant topics, sources, self, and their audience. (NH.3.a) b. Provide prepared information in culturally appropriate ways. (NH.3.b) c. Express their own authentic thoughts and preferences in culturally appropriate ways. (NH.3.c) 4. Intercultural Communication - In interactions in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students: <ol style="list-style-type: none"> a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (NH.4.a) b. Use appropriate learned gestures and behaviors. (NH.4.b) c. Avoid major social blunders. (NH.4.c) |
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Linguistic Cultures Standards (Novice High)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (NH.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (NH.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Making comparisons between products, practices, and perspectives. (NH.6.a.1)
 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (NH.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Interpreting, expressing, and comparing the meaning of idioms. (NH.6.b.1)
 2. Making comparisons of basic language forms. (NH.6.b.2)

Lifelong Learning Standards (Novice High)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (NH.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NH.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NH.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (NH.8.a.2)
 - a. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (NH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (NH.8.b.2)
 3. Explaining language education requirements for careers of interest. (NH.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (NH.8.b.4)



Subject: French 1B

Units	Concepts and Skills	Key Activities May Include
Term 1 Révision Review	<ul style="list-style-type: none"> How to conjugate 7th grade verbs fluently How to format and ask questions Communicate in complete sentences 	<ul style="list-style-type: none"> Verb pretest Review exam Journal on 7th grade material: C'est moi! Speaking activities such as dialogues, question/answer interviews
Term 1/Term 2 La famille The Family	<ul style="list-style-type: none"> How to communicate about family How to describe people (more in depth than 7th grade adjectives) The verb to want How to use possessive adjectives like my, your, etc. How to describe where you live The irregular verb Voir How to express possession and it's contrast to English Compare/contrast homes and cities to American ones 	<ul style="list-style-type: none"> Quizzes Journal entries Examples: <ul style="list-style-type: none"> Family Regular adjectives Irregular adjectives Your dream house Skit on family life Chapter project: family tree or family photo album Reading passages
Term 2 La nourriture Food	<ul style="list-style-type: none"> Express likes/dislikes with food Daily routines Food vocabulary (in depth) Express needs and wants Compare/contrast French food culture with American culture Explain where French people shop and why 	<ul style="list-style-type: none"> Quizzes Chapter test Speaking partner Questions and scenario cards Culture reading and class debate Skit on prepping for a dinner party or food shopping Journal entries Picture description Reading passages
Term 2/Term 3 Faire les magasins et les vêtements Shopping	<ul style="list-style-type: none"> Use the verb pouvoir Able to make detailed comparisons Able to use superlatives Use the verbs croire and voir 	<ul style="list-style-type: none"> Quizzes Shopping skit Speaking partner Questions Journal entries: clothes and seasons/weather Reading on Paris shopping and essential questions Reading passages



Units	Concepts and Skills	Key Activities May Include
Term 3 A l'aéroport The airport	<ul style="list-style-type: none"> ▪ Communicate about travel by plane: be able to communicate about who, what, where, when ▪ How to use “ir” verbs comfortably and know the difference between regular and irregular ▪ Verbs 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Tests ▪ Listening activities ▪ Partner questions ▪ Travel skit/dialogue ▪ Journal entries ▪ Spring poem: cinquain or haiku
Term 3 Une révision de l'année et le cinéma The cinema	<ul style="list-style-type: none"> ▪ “Re” verbs like répondre ▪ Le cinéma français 	<ul style="list-style-type: none"> ▪ French films ▪ Quizzes ▪ Reading passages ▪ Final “interview” Project: Speaking ▪ Final exam