



Greenwich Public Schools Curriculum Overview

MS French 1A

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

MS French 1A (French 1 Accelerated)

Full Year (Meets 2 - 3 X week on a pattern basis)

This advanced course is a continuation of French studied in the FLES (Foreign Language in Elementary School) program. The course focuses on the four language domains: listening, speaking, reading and writing. Core instruction is delivered 2 - 3 times per week in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are given frequent interaction with the target language in order to build their oral and written linguistic proficiency in a cultural context.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, this course will build on students' foundational language skills in the four language domains in order to develop their communicative confidence in a world language as they continue to pursue language study through middle school.

Thematic units:**

Preliminary Unit (R1A): Project-based review

Unit 3: *À l'école* (At School)

Unit 4: *Le weekend ensemble* (The weekend together)

Unit 5: *Les gens que je connais* (The people I know)

Unit 6: *La rue commerçante* (Lesson A only - *A la boutique*: Clothes shopping)

Enduring Understandings:

- French & American schools are alike and different at the same time
- Schools in France and the U.S. are alike & different in terms of schedules, lunch, testing, etc.
- The café plays an important role in French people's lives
- There are similarities and differences in how American and francophone teens spend free time
- One's cultural traditions often lead to people celebrating different holidays & personal celebrations.
- One's preferences for manner of clothes shopping depend on several factors

Objectives: Upon completion of this course students will be able to:

- Provide a reason for doing something
- Make plans to do something including details such as time and place

- Describe what one is wearing
- Express where they are going to go and tell why
- Express what they and others are going to do in the near future
- Express their thoughts about their classes, what food & drink they would like if they are hungry or thirsty, and what types of movies they prefer
- Ask and describe what someone is like and tell how people resemble each other
- Tell how people are related in a family
- Express what clothes they want by giving the color, size, as well as their preferences
- Describe clothing using adjectives of color and size
- Express what people buy in different situations
- Identify objects in the classroom and objects in their backpack/pencil case
- Tell what time they & others have different classes
- Express their thoughts about their grades

Performance Tasks:

- Interpersonal and presentational speaking and writing activities
- Teacher-generated formative and summative assessments
- Projects may include:
 - A storyboard telling about a fashion show with a partner or in a small group
 - Describing people in your family photo album
 - Creating a menu for use in a presentation
 - A storyboard telling about a birthday party
 - A movie poster giving times and food options
 - A store advertisement for school supplies

Standards

- [ACTFL World Readiness Standards for Learning Languages](#)
- [ACTFL Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards](#)
- [NCSSFL/ACTFL Can-Do Statements](#)

Resources

- Textbook and ancillary materials
- Teacher-created resources
- Online resources: videos, French commercials / news programs, Quizlet, Kahoot, Lyrics Training, Screencastify, FlipGrid and other online websites.