



Greenwich Public Schools Curriculum Overview

MS 1 Continuing

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 1C (French 1 Continuing)

Full Year (Meets daily)

This course follows French 1 Beginning and continues to develop the four communication skills: reading, listening, writing, and speaking within a cultural context. Core instruction is delivered daily in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are encouraged and expected to use the target language throughout daily lessons in order to build their oral and written linguistic proficiency in a cultural context, as they expand their prior knowledge of vocabulary and grammar concepts acquired in 6th grade.

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 (R7): *Vas-y Poetry Slam* (Project-based review unit)

Unit 3 : *À l'école* (At school)

Unit 4: *Le weekend ensemble* (Weekend activities)

Unit 5: *Les gens que je connais* (People that I know)

Unit 6: *La rue commerçante* (Lesson A: *À la boutique*) (At the boutique)

*****As a result of the transition from *Discovering French* to the new textbook *T'es branché*, we have had to adjust instruction. The 22-23 school year will begin with Unit 2 and end with Unit 5)***

Enduring Understandings

- French and American schools are alike and different at the same time
- Schools in France and the US are alike and 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 their time
- One's cultural traditions often lead to people celebrating different holidays and personal celebrations
- One's preferences for manners of shopping depend on several factors

Performance Tasks:

- Interpersonal and presentational speaking and writing activities
- Teacher-generated quizzes and unit assessments to show mastery (vocabulary and grammar along with listening, reading, speaking)
- Projects may include:
 - *Défilé de mode* (Fashion Show)
 - *Mon arbre généalogique* (My Family Tree - real or imagined)
 - *Mon magasin* (My Store) (Project may include ads, pamphlets, skits)
 - *Magazine de la mode* (Fashion magazine) fashion magazine.

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

- Identify objects in the classroom, in their backpack & pencil case
- Tell which classes they have and express what they need for each class
- Describe their school schedule and express their thoughts about their classes
- Talk about school schedules & lunch in cafeteria in France
- Make plans to do something giving the activities, when, where and with whom
- Describe what they are going to do and where they are going to do it using the near future
- Tell about their weekend/vacation plans expressing what where they are going to go
- Name and describe different people, including family members
- Tell how people are related
- Discuss people's professions
- Express what belongs to different people
- Tell where different people are from
- Tell what different people are wearing
- Express which piece of clothing one is wearing or prefers
- Express the color and size of clothing
- Describe what people buy in different situations
- Use vocabulary that a salesperson would use relating to clothing, preferences, sizes, etc.
- Express what people want to do

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