

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	World Languages			Course Title	French 7AB		
Course Code		Grade Level	7 th grade			Course Length	1 year
Credits/Semester		Required for Graduation		No		Elective Credit	
Prerequisites	Must have grade of 3-4 in 6 th grade Language Arts & 6 th grade Mathematics or recommendation of the 6 th grade teacher.						
Community College Articulation		Name of College					
UC/CSU Articulation		Name of University					
Meets UC/CSU “a-g” Requirement		Meets NCAA Requirement			Honors Grading Differentiation		No

COURSE DESCRIPTION

This course covers in one year the first semester content of the high school French 1AB course. French 7AB is designed to be taken in sequence with French 8CD. Thus, the sequence of French 7AB and French 8CD covers the first year of the high school French curriculum during grades 7 and 8.

Beginning students will acquire the basic skills necessary to function in a variety of real-life situations they may encounter in French-speaking contexts, interactions, and environments. Students will acquire and develop beginning reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve desired tasks. Throughout the course students will be exposed to the various French- speaking cultures and peoples which will include: Geography, History, Art, Traditions, & Current Events. The class will be conducted increasingly in French. Students are expected to participate in class activities using the target language as the course progresses.

GOALS (Expected performance outcomes for students)

- Develop, understand, and use the written and spoken language in a large range of situations & contexts.
- Express ideas, opinions, and feelings orally and in writing.
- Develop basic reading and analysis skills in the target language (L2).
- Understand and use a variety of linguistic and grammatical structures correctly.
- Develop writing skills through various productive contexts in French.
- Develop and utilize various decoding strategies.

- Develop awareness and become familiar with various French speaking cultures and traditions.

CALIFORNIA CONTENT STANDARDS

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages, and our ability to use them, are an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s” of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines, California Framework for World Languages, and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects

Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2- Students understand and interpret spoken and written French on a variety of topics.

Standard 1.3- Students present information, concepts, and ideas in French to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.

Standard 2.1- Demonstrate understanding between practices and perspectives of Hispanic Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Hispanic cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Standard 3.1- Students reinforce and further their knowledge of other disciplines through French.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the French language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between French and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting

Standard 5.1- Use French both within and beyond the school setting

Standard 5.2- Students show evidence of becoming life long learners by using French for personal enjoyment and enrichment.

Evaluation

Student achievement in all 4 receptive and productive language modalities (reading, writing, listening, speaking) will be measured using multiple formal and informal assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, informal oral/aural/written comprehension checks, homework, class work, notebooks, portfolios, contextualized performance assessments, and written assessments using departmentalized rubrics. District-wide benchmark assessments will be assessed using the following chart:

Course Outline

Unit 1	Unit 1 Faisons Connaissance!				
	Key Terms	Standards*		Model Tasks	Tools & Text
"Faisons Connaissance" (30-45 days) Functions: *Greetings: Use appropriate formal / informal greetings, goodbyes, and introductions. *Introducing oneself *Origin: Saying where you are from and asking others where they are from. *Numbers 0-100 Asking for and exchanging telephone numbers. *Answering yes/no questions *French names: Asking and saying names. *Describing one's family *Asking and giving one's age	*Common greetings: Bonjour, Salut, Au Revoir *Introducing Oneself: Je m'appelle____, et toi? *Saying where you are from: Je suis de Newport Beach *Numbers 0-100 *Adjectives of Nationality: français/française, américain/américaine *Alphabet *Origin: Certain forms of the verb être + de Ex. Je suis de... Tu es de... Il est de... *Origin: Certain forms of être + an adjective *Articles w/ country names Countries in French *Adjectives of	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	N/A	*Students will greet others using appropriate cultural mannerisms and language expressions. (morning, afternoon, evening). Ex. Guided skit, mini dialogs. Bonjour! Comment ça va aujourd'hui?.... *Students will introduce themselves and others using formal & informal mannerisms to the class. Ex. Je m'appelle ...Comment tu t'appelles? *Students will ask for phone numbers and respond w/ their own. Ex. White board practice partner activity. "Quel est ton numéro de telephone?" *Students will label maps of French speaking countries and capitols. *Students will play <i>Simon Says</i> or	Discovering French Nouveau 1a McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

*Geography: Know countries, capitols, geographical locations, where French is spoken. *Alphabet: Spelling simple words, sound recognition, identification, correspondence. *Basic commands: Understanding commands and using appropriate responses. *Cultural Focus: Francophone cultures around the World	Possession: “mon, ma, ton, ta” meaning my and your *Family Members *Supplemental Vocabulary: colors			<i>Jacques a dit</i> responding to various classroom commands. *Students will make and present their family trees in French.	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading), partner test.			

	Extension – for high achieving students. Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, quarterly assessments. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.

*** Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.**

Unit 2	Unit 2 <i>La Vie Courante</i>				
	Key Terms	Standards*		Model Tasks	Tools & Text
La Vie Courante (30-45 days) *Expressing one’s hunger/thirst *Asking/offering a friend something to eat or drink *Paying at a café: asking what something costs *Asking a friend to lend you money *Talking about time;	Vocabulary: Foods, beverages Verb avoir (to have) for expressing thirst and hunger: Ex. J’ai soif. Tu as soif? Expressions of time using “il est...” Days of the week	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with	N/A	*Skits “Au Café”- Partner/small group. *A/B Partner Activities: Speaking & Listening Skills *Triad Activities *Drawings (Foods/Beverages/Seasons- anchor vocab) *Lotto-Bingo (vocabulary word recognition) *Guided dialogues (draft/final) *Whole class	Discovering French Nouveau 1a McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

asking/indicating the time *Saying when a certain event is scheduled *Talking about the weather *Talking about dates: Asking the date, day of the week *Talking about one's birthday: asking a friend when his/her birthday occurs *Cultural Focus- The French Café and French Cuisine	Months of the year Weather expressions Seasons	various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		presentations/Weather Report *Vocab illustrations *Days of the Week Song *Whole Class Mixers: "Quand est ton anniversaire?"	
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
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Unit 3	Unit 3 <i>Qu'est-ce qu'on fait?</i>				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Qu'est-ce qu'on fait?” (30-45 days) *Describing daily activities. *Talking about what people do and don't do *Describing one's and other's likes and dislikes *Telling other's what one can	*Subject Pronouns *Daily activities using regular ER Verbs *Activities and expressions using the verb Faire *Vocabulary (places) Ex. au parc *Irregular verb être meaning to	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and	N/A	*Describe what others are doing *Journal/Diary : What do you do at home? What do you do at school? What do you like to do? What do you dislike doing? *Conjugaison activities : Battleship, Dice Game *Information Gap/Partner A/B activities *Slap game : Vocabulary practice in pairs. Ex. Students have images	Discovering French Nouveau 1a McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

and would like to do *Asking yes/no questions in conversation *Asking friends and teachers information questions *Talking about where people are in the community *Extending, accepting and refusing invitations *Expressing approval and/or regret *Cultural Focus: Daily lives and favorite pastimes of French young people	be *Question words using est-ce que *Questions using inversion *Affirmative and negative expressions-the negation ne...pas *Irregular verb faire meaning to do/make *Construction: verb + infinitive Ex. J'aime travailler! *Supplemental Vocabulary: Adjectives of physical description	techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	in front, compete w/ partner to identify and "slap" correct item prompted by teacher. *TPRS-storytelling gesturing the Unit concepts *Pictionary/Charades: Vocab identification / with daily activity vocab *Show and Tell/Me voilà- Bring in a photo of a family member and describe them, what they like to do, what they want to do, and how they look. *Partner Interviews using question words	
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

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Unit 4	Unit 4 <i>Le Monde Personnel et familial</i>				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Le Monde Personnel et Familial” (30-45 days) *Describing oneself and others : physical appearance,	*Adjectives, adjective agreement and placement: masculine vs. feminine *Vocabulary: Room Furnishings and common personal	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of	N/A	*Pair activities: Matching personal objects w/ meanings. Ex. Qu'est-ce que c'est près du lit? _____. / Answer= C'est une guitare. *Writing Project: My Dream Room. *Game (whole class): <i>I spy</i> using	Discovering French Nouveau 1a McDougal Littell and ancillaries Video series with text

age, character traits and nationality *Describing your room: what is in it and where things are located *Talking about possessions *Describing what one owns and doesn't, from where certain objects come, what one's possessions look like and if they work *Getting someone's attention *Expressing one's opinion *Contradicting a negative statement or question *Talking about past events (supplemental)	possessions *Singular vs. Plural nouns *Definite and Indefinite articles *Expression: avoir...ans to show one's age *Expression: il y a = there is... *Possession w/ de *Possessive Adjectives *Re-Entry: Color *Prepositions of Place *Impersonal expression "c'est" *Verb: Avoir/to have *Supplemental: Le passé composé	cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	adjectives of description and color *Review Numbers: Around the world: Class activity using addition/subtraction/multiplication/division flash cards. Ex. $2 + 2 = 4$ (deux plus deux égal quatre) *Mixer: "Quel âge as-tu?" Students ask their classmate's age and record their findings. *Game: <i>Je l'ai!</i> Or <i>I've got it!</i> using furnishings vocabulary *Live Sentences: Human sentences, whole class puts (people/words) in correct structure. *Video Project-	Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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*Cultural Focus: Multi-culturalism in France					
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.			
	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays.				

Evaluation	Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.
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