

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

Department	World Languages		Course Title	French 8CD		
Course Code		Grade Level	8 th	Course Length	1 year	
Credits/Semester		Required for Graduation			Elective Credit	
Prerequisites	<i>Must have a grade of C or better in French 7AB, as well as a C or better in 7th grade Language Arts & 7th grade Mathematics.</i>					
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 second semester content of the high school French 1AB course. French 8CD is designed to be taken as the second course in sequence with French 7AB. 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 the target language. 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 Francophone 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

Review Unit	Review Unit			
	Key Terms	Standards*	Model Tasks	Tools & Text
“Reprise” (15-30 days) *Talking about school and classes, oneself, and family *Expressing oneself on familiar topics: time, date, weather *Expressing opinions and preferences *Asking and answering questions about likes/dislikes, daily activities, and places one goes *Describing things you own and where things are located	*Review: Numbers 0-1000 *Review: days, months, seasons *Review: weather expressions *Review: expressions of time and military time *Review: place names *Review verbs: avoir, etre, faire and ER verbs *Review: question words, est-ce que, and inversion *Review: common verbs *Review adjectives and adjective agreement	<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 Class/Partner Activity: Speaking *Treasure Hunt/Chasse au Tresor (selected vocabulary) *Bingo, flyswatter-vocabulary games *Verb Guided Practice *Mini dialogues: oral *Realia reading comprehension *Weather reports around the world *White Board Individual Practice *Stations for review: including Lotto, Charades, Jeopardy, Dictation, and Role-Playing	Discovering French Nouveau 1b McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: 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. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				
Unit 5	Unit 5				
	Key Terms	Standards*		Model Tasks	Tools & Text
“En Ville” (30-40 days) *Describing one’s city, streets, public places, and how one gets around *asking and giving directions	*Vocabulary: city places and buildings, transportation, rooms of the house, family members, sports, games *Verb: Aller *Contractions with “a” *Ordinal numbers	<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	N/A	Class/Partner Activity: Speaking with Paris Metro Maps-practicing directions *Treasure Hunt/Chasse au Tresor (selected vocabulary) *Bingo, flyswatter-vocabulary games	Discovering French Nouveau 1b McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines

*Describing one's home on the inside and outside, as well as one's family *Making plans with others, asking and telling others what one is going to do *Optional: talking about past events *Cultural Focus: City life and the home	Ex. Premier, deuxieme, etc... *Expression "chez" *Stress pronouns *Construction: noun + de + noun *Possession with "de" *Possessive Adjectives *Futur Proche: aller + infinitive *Irregular verb: venir-to come *Constructions with "de"	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.		*Journal: "Qu'est-ce que tu vas faire ce weekend?" *Project: My Dream House *Teacher Directed Listening Comprehension Story: Teacher speaks in target language and students draw the past or future events of the story showing comprehension *Visual Arts Project: Map of my community with labeled buildings and places <i>*I'm lost or Je suis perdu(e)</i> situational dialogues	and all related realia & manipulatives.
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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 6	Unit 6				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Le Shopping (30-40 days) *Talking about clothing: preferences, fit, style, and what other’s are wearing *Characterizing clothing *Finding out prices of items *Discussing where to go and where to buy one’s clothes *Talking about what you need and what you like	*Clothing vocabulary *Irregular verb: mettre to put (on) *The demonstrative “ce” *Stem changing verb: preferer *Comparisons *Imperative/command form *The interrogative “quel” *Expressions with avoir like “avoir besoin de”, “avoir envie de” *Possessive and	<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	N/A	A/B Vocabulary Partner Activity Dot Game: Verb practice Verb Rely: Class competition Clothing Album/Catalogue Word Puzzle: Subject/Verb formation Bingo, word search race Clothing maze <i>I spy</i> with clothing	Discovering French Nouveau 1b McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

*Giving advice to others and asking for help *Cultural Focus: French fashion	Descriptive adjectives *ER verb: payer *IR verbs: like “choisir” *RE verbs: like “vendre” *The pronoun “on”	<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.		Project: French Fashion/Designers and student run Fashion Show	
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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 7	Unit 7				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Le Temps Libre” (30-40 days)	*New Verb Tense: le passé compose/the past tense	<u>Communication:</u> students present information and	N/A	*A/B Activity <i>*To do list or Liste a faire:</i> using j’ai	Discovering French

*Expressing how one and others feel *Discussing leisurely activities, sports and made with others *Expressing how you and others feel *Telling others what one never does *Describing travel plans, dates, ways of travel, and sites to see *Narrating what happened, what one did and didn't do, where one went, and the sequence in which one did things *Cultural Focus: Various Leisure Time Activities amongst French young people	*Re-entry: Faire + de + sport *Vocabulary: individual sports, chores, summer and winter activities *Adverbs of sequence Ex. Premièrement *Expressions with avoir *Negation: ne...jamais = never *Irregular verb: voir *Passe compose: with ER, IR, RE, and irregular verbs *Passe compose: with etre (DRMRSVANDERTRAMP P verbs) *Concept: "quelqu'un, quelque chose" and their opposites	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.	besoin de... *Past Tense Children's Story *Brochure de Voyage- travel brochure *Partner Q&A: "Qu'est-ce que tu as fait pendant les vacances" *Guided Practice-Cloze Activities *Pairs Check-Grammar based activities *Human Sentences practice various negations *Community Newspaper Project: activities offered in one's community (individual, team, sports, leisurely activities) *Verb Relays	Nouveau 1b McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 8	Unit 8				
	Key Terms	Standards*		Model Tasks	Tools & Text
"Les Repas" (30-40 days) *Talking about one's favorite foods, what one can and should eat *Interacting with vendors at the market, asking how much certain items cost	*Formation of the verb "pouvoir" *Partitives and indefinite articles *Expressions of quantity *Pronouns "le, la, les, lui, leur" *Pronouns "me, te, nous, vous"	<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		N/A *Devinette: Who am I for foods? *Guided Practice & Cloze activities. *Mini-skit: market scene, vendors and clients *Bingo, flyswatter, baseball, stations *Shopping List-written practice	Discovering French Nouveau 1b McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

*Asking others to help plan a meal *Ordering food, asking the waiter to bring things for others *Talking about people one knows *Conversing about what others have said and/or written *Cultural Focus: French Cuisine, Meals, and the Market Place	*Pronouns with commands *Irregular verbs: prendre, boire, connaitre, dire and ecrire *Vocabulary: foods, beverages, place settings, vendors at the market	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.	*Written: recipes *A/B Activity: Students work collaboratively to ask about foods and prices found at the market *Journal entries *Human Sentences: Cooperative Activity *Verb Relay: Class Competition. *Good Work: Groups of 4 mini classes. *Cooking show skit/or/Pique-nique skit	
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Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	