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

Course Title	*French 1*	**Course Code**	*G0010*

Content Area:	*French*	Grade Range:	*7-8*	Board Adoption Date:	*May 2014*
Transcript Title:	*French*	What site wrote the course:		*Costa Mesa*	
Recommend Skill(s):	*None*			Length of Course:	*1 year*

COURSE DESCRIPTION

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 heir 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				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"Faisons connaissance" Subtopics: ***Greetings: Use appropriate formal / informal greetings, goodbyes, and introductions.** ***Origin: Saying where you are from and asking others where they are from.** ***Numbers 0-100** **Asking for and exchanging telephone numbers.** ***Saying what day it is.** ***Answering yes/no questions**	***Greeting People** ***Meeting People** ***Talking about people** ***Introducing yourself and others** ***Introducing family** ***Saying where you are from and where you live** ***Adjectives of nationality** ***Numbers 0-100** ***Alphabet, accents** ***Definite articles** ***Indefinite articles** ***Colors** ***Culture: Martinique, Quebec, Eiffel Tower, Statue of Liberty as gift**	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. 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. Communities: students learn to use the target language within and beyond the school setting 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	**N/A**	*Students will greet others using appropriate cultural mannerisms and language expressions. (morning, afternoon, evening). Ex. Guided skit, mini dialogs. *Students will introduce themselves and others using formal & informal mannerisms to the class. Ex. Comment tu t'appelles? Je m'appelle.. *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 capitals.	**Discovering French-Today Bleu** Holt McDougal and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

*Common French names: Asking and saying names. *Geography: Know countries, capitals, geographical locations, where French is spoken. *Alphabet: Spelling simple words, sound recognition, identification * Under-standing and following basic classroom commands		studies.			

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

Unit 2	**Unit 2**				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"La Vie Courante" **Expressing hunger and thirst** **Paying at a café**	***Formal vs. informal language.** ***Subject Pronouns** ***Prices of items- coûter, c'est combien? ça fait combien?**	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of	**N/A**	*Mini dialogs- Partner/ Whole class. *A/B Partner Activities: Speaking & Listening Skills *Triad Activities *Drawings (infinitive verbs/ anchor	**Discovering French-Today** **Bleu** Holt McDougal and ancillaries

Telling time of day **Expressing the date** **Saying your birthday** **Saying days of the week and months of the year** **Talking about the weather and the seasons** **French currency**	***Days of the week and telling the date** **"c'est le 10 septembre"** ***Asking age and telling one's age** ***Vouloir: "Je voudrais, qu'est-ce que tu veux?"** **Culture: the euro; The café culture**	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.		vocab) *Guided paragraph (draft/final) *Whole class presentations *Vocab illustrations * Family Tree	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.	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.	

*** 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 3	**Unit 3**				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"Qu'est-ce qu'on fait?" **Describe daily activities** **Expressions with faire**	*** Masculine and feminine adjective forms** **Subject pronouns**	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and	**N/A**	*Describe essential Unit 3 vocab through PowerPoint Presentations: ex. "Voilà/voici/c'est une gomme" * *Pair Share Activities **Whole Class Mixer .	**Discovering French-Today** **Bleu** Holt McDougal and ancillaries Video series with text

Talking about where people are **Inter-rogative expressions** **Affirmative and negative expressions** **Expressing likes & dislikes**	***"ne…pas" negative expression** ***Regular –er verbs** ***Irregular verbs être and faire** ***Introduction to ER verbs** ***J'aime and je n'aime pas** ***Infinitives** **Culture: Sénégal; Using the telephone**	develop understandings of cultures other than their own. 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. Communities: students learn to use the target language within and beyond the school setting 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.		*Writing activity (Quick write) *Slap game: Vocabulary practice in pairs. Ex. Students have images in front, compete w/ partner to identify and "slap" correct item prompted by teacher. *Pictionary/PlayDough/Pendu/Lotto/Memory: Vocab identification	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: 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, skits. Benchmark tests: Unit tests, midterm, final exam. 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 4	**Unit 4**				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"Le monde personnel et familier" **Describing yourself and others**	***Expansion of ER verbs** ***Singular and plural nouns** ***Indefinite and definite articles**	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop	**N/A**	*Pair activities: dice, battleship, pair share *Writing Project: pen pal letter/narrative on favorite activities/invitation.	**Discovering French-Today Bleu** Holt McDougal and ancillaries **Allez Viens!**

Describing your bedroom **Talking about possessions**	***Verb: avoir** ***Expressions: il y a C'est; Il est** ***Brief introduction of passé compose** ***Prepositions of place** ***Question formation** ***Verb + infinitive** ***Holidays & Celebrations** **Culture: Haïti; driving in France**	understandings of cultures other than their own. 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. Communities: students learn to use the target language within and beyond the school setting 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.		*Around the world: Class activity using flash cards. *Mini dialogue: "Tu veux jouer au foot avec moi? Je veux bien ou je ne peux pas." *Live Sentences: Human sentences, whole class puts (people/words) in correct structure. *Listening Comprehension: Teacher says and models sentences including daily and leisure activities, students draw out what is said using images to show comprehension.	Holt, Rinehart, & Winston 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: 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, midterm, 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" ***Describing your city** ***Finding your way around**	*Verb: **aller** *Contractions with **à** *Ordinal numbers *Expressions with **chez** *Stress pronouns	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. Comparisons:	**N/A**	Classes Partner Activity: Speaking *Treasure Hunt/Chasse au Tresor (selected vocabulary) *Bingo, flyswatter-vocabulary games *Verb Guided Practice *Mini-presentation: oral *Realia reading comprehension	**Discovering French: Today!** Holt McDougal Video series with text

***Describing your home & your family** ***Making plans to do things in town** ***Expanding one's conversational skills**	*Construction noun+**de**+noun *Possession with **de** *Possessive adjectives ***aller** + infinitive *Verb: **venir** *Contractions with **de**	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. Communities: students learn to use the target language within and beyond the school setting 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.			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 6	**Unit 6**				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"Le shopping" ***Talking about clothes** ***Discussing shopping plans** ***Buying clothes** ***Expanding conversational skills**	*Verb: **mettre** *Verb: **préférer** *Demonstrative **ce** *Interrogative **quel** *Verb: **acheter** *Regular **–re** verbs *Pronoun **on**	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and	**N/A**	*A/B Activity: Students work collaboratively to ask and tell where and what you are going to do *Question words: Clue Game *Guided Practice & Cloze activities. *PowerPoint: Making Questions in French *Illustrated Story *Human Sentences: Cooperative Activity *Verb Relay: Class Competition.	**Discovering French-Bleu** McDougal Littell and ancillaries **Allez Viens!** Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components

	*Regular **–ir** verbs *Verb: **payer** *Comparisons *Imperative	language structures. Critical thinking skills are challenged with various teaching approaches and techniques. Communities: students learn to use the target language within and beyond the school setting 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.		*Good Work: Groups of 4 mini classes.	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: Assessment tests and quizzes including Midterms and Finals.				

	~~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" ***Discussing leisure activities** ***Describing vacation & travel plans** ***Narrating what happened**	***Faire de** + sport *Expressions with **avoir** ***ne…jamais** *Verb: **voir** ***Passé composé** with **–er, -ir, -re** * **Passé compose** with irregular verbs * **Passé compose** with **être** ***Quelqu'un, quelque chose** & their opposites	Communication: students present information and exchange ideas about a variety of subjects Cultures: students acquire knowledge and develop understandings of cultures other than their own. 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. Communities: students learn to use the target language within and beyond the school setting Connections: topics integrate disciplines such as history, art, music, and English to reinforce what the	**N/A**	A/B Vocabulary Partner Activity Dot Game: Verb practice Verb Rely: Class competition Family Trees/Album/Catalogue Word Puzzle: Subject/Verb formation Bingo, word search Family/clothing maze I spy	**Discovering French-Bleu** McDougal Littell and ancillaries **Allez Viens!** Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

		student is learning in the school setting with their current language studies.			
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 8	**Unit 8**				
	Key Terms	**Standards***		**Model Tasks**	**Tools & Text**
"Les repas" ***Talking about your favorite foods** ***Shopping for food**	*Verb**: vouloir** *Verbs: **pouvoir & devoir** *Partitive article	Communication: students present information and exchange ideas about a variety of subjects Cultures: students	**N/A**	*A/B Activity *Devinette: Who am I for foods? *Guided Practice & Cloze activities.	**Discovering French-Bleu** McDougal Littell and ancillaries **Allez Viens!**

***Planning a meal** ***Eating out with friends**	*Pronouns **me, te, nous, vous** *Pronouns with commands *Verb: **prendre, boire, connaître, dire, & écrire** *Pronouns **le, la, les, lui, & leur**	acquire knowledge and develop understandings of cultures other than their own. 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. Communities: students learn to use the target language within and beyond the school setting 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.		*Mini-skit: market scene *Bingo, flyswatter, baseball, stations *Written: recipes	Holt, Rinehart, & Winston 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: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	