



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile

<u>Department</u>	World Languages
<u>Course Name</u>	Checkpoint A - French 6, French 7, French 8
<u>Course Length</u>	3 Years - 6th, 7th, and 8th Grade
<u>High School Credits</u>	French 6 and 7 - No high school credit French 8 - 1 unit of credit
<u>Description</u>	This course introduces students to the French language and cultures in which French is spoken. A communicative approach to language acquisition helps to foster basic proficiency in the areas of listening, speaking, reading, and writing. The course of study culminates with a language proficiency exam ("FLACS Exam") administered at the end of the French 8 level.
<u>Target / eligible students</u>	6th, 7th, and 8th grade language eligible students
<u>State Learning Standards Link(s)</u>	New York State Learning Standards for World Languages (Modern Languages) - 2021 Anchor Standard: Communication • <u>Standard 1: Interpretive Communication</u> - Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources • <u>Standard 2: Interpersonal Communication</u> - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. • <u>Standard 3: Presentational Communication</u> - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.

	Anchor Standard: Cultures • <u>Standard 4: Relating Cultural Practices and Products to Perspectives</u> - Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest. • <u>Standard 5: Cultural Comparisons</u> - Learners use the target language to compare the products and practices of the cultures studied and their own.
<u>Primary texts and materials</u>	The course does not follow a specific textbook. All materials are teacher-generated and adhere to the Checkpoint A themes and topics set by the NYSED Office of Bilingual Education and World Languages.
<u>Scope / Sequence</u> *All themes and topics, as prescribed by Checkpoint A, are covered during the three-year language sequence. While the scope and learning objectives are consistent, small variations in the sequence of topics may exist across schools.	
Identity	Anchor Standard: Communication • Engage in basic conversation • State and spell my name • Greet and say goodbye to others at different times of day and with an appropriate title • Indicate my age and birthday • Identify my place of origin • State my phone number • Describe my physical appearance • Describe my personality • Indicate what I do and do not like to do Anchor Standard: Culture • Compare French/Francophone gestures and manner of greeting with those of the US • Compare the way the French state their phone number to that of the way we do in the US
Family & Social Relationships	Anchor Standard: Communication • Exchange information about the names and relations of the members of my family • Indicate the age of my family members • Describe my family and identify how many people are in my family • Interpret others' familial relationships on a family tree • Describe the physical appearance and personalities of my family members • Indicate what my family members do and do not like to do • Describe the occupations of my family members Anchor Standard: Culture • Compare French/Francophone concept of friends and family with those in the United States • Compare family life in different parts of France-rural vs. urban life

House & Home	Anchor Standard: Communication ● Indicate whether I live in (house or apartment, city or town, etc.) ● Identify the rooms and spaces in my house ● Describe the color of my house and the rooms ● Exchange information about what my family and I do in each of the rooms and spaces of my house ● Describe the color of and location of common household items that are in the rooms and spaces of my house ● Describe the household chores that my family and I do in the rooms and spaces of my house Anchor Standard: Culture ● Compare typical home structures/designs across French/francophone countries with those in the United States ● Identify the differences in amenities in homes in France to those of homes in my community.
School Life & Education	Anchor Standard: Communication ● Identify the classes that I take each day in school ● Indicate the times at which my classes meet ● Exchange information about my favorite classes ● Identify the names of my teachers ● Describe each of my classes ● Explain what school supplies I use in each of my classes ● Describe the features and materials in a classroom ● Describe what my classmates and I do in each class ● Interpret a school schedule Anchor Standard: Culture ● Compare my school schedule to that of students who go to school in France ● Compare classes that students in French-speaking countries take to those taken in my school ● Identify similarities and differences between my classrooms and those of students in France ● Differentiate between the standard American 12-hour clock and the universally used 24-hour clock ● Compare the extra curricular activities of teenagers in France and the US
Communities & Neighborhood	Anchor Standard: Communication ● Identify the names of places in my community ● Exchange information about where my family and I or my friends and I go on weekdays, after school, and on weekends ● Describe the reasons for which I visit various places in my community ● Indicate the means of transportation I take to get to various places in my community Anchor Standard: Culture ● Compare my community to that of communities in the

	French-speaking world.
Food & Meal Taking	Anchor Standard: Communication • Identify different categories of foods • Express preferences about food and drink • Describe taste and appearance of food items • Describe a table setting • Identify and interpret parts of a menu • Exchange information with restaurant staff Anchor Standard: Culture • Identify specialty shops where foods are purchased • Compare typical dishes across French/francophone countries • Compare the meal times and traditions in my community to those in the French-speaking world
Health & Wellness	Anchor Standard: Communication • Identify the different parts of the body • Describe my daily routine • State how I and others feel • Identify different health concerns • Describe symptoms and illnesses • Describe/suggest remedies for various ailments • Understand and analyze basic medicine labels • Exchange/provide information with/to a healthcare worker • Describe a healthy and unhealthy way of living Anchor Standard: Culture • Compare natural/home remedies used in French-speaking countries and the US
Leisure	Anchor Standard: Communication • Exchange information about what I do and do not like to do / express agreement and disagreement • Describe where I go in my free time • Indicate with whom I spend time • Describe how often I go places and do various activities Anchor Standard: Culture • Compare typical weekend/leisure time activities in French/francophone countries and my own community • Compare typical work week in French/francophone countries with that of the United States
Physical Environment	Anchor Standard: Communication • Describe the daily weather. • Indicate the weather in different seasons • Indicate the weather in different regions based on the physical environment • Identify activities I can do during different seasons

	● Identify the France/ French-speaking countries on a map ● Analyze the calendar (days, months, etc.) Anchor Standard: Culture ● Compare weather and seasons in France/Francophone countries with the US
Technology, Media, & Social Media	Anchor Standard: Communication ● Identify the different platforms in technology/social media ● Analyze the advantages and disadvantages of technology, media and social media in my daily life ● Express my social media preferences and why ● Identify how language is used in text messaging and social media Anchor Standard: Culture ● Compare major social-media platforms in French-speaking countries with those of the United States ● Compare how technology and social media is used in France/francophone countries and the US
Shopping	Anchor Standard: Communication ● Describe the outfits I and others wear in various situations. ● Describe clothing in terms of its patterns, colors, styles, and price ● State which stores are my favorite and why ● Exchange information with a sales clerk about clothing preferences ● Identify different currencies ● Identify and discuss where different foods are bought Anchor Standard: Culture ● Compare culture-specific or traditional clothing from across French-speaking world
Travel	Anchor Standard: Communication ● Express opinions about ideal locations for travel ● Describe how to prepare for a trip on a plane or train ● Exchange information with train station and airport personnel. ● Identify best practices for air and rail travel Anchor Standard: Culture ● Compare the differences in means of transportation in France vs. my community ● Identify major landmarks and attractions of France/Francophone countries ● Compare long-distance travel companies in France/Francophone countries (such as RER, TGV) to those in the United States.

Celebrations, Customs, & Traditions	Anchor Standard: Communication • Describe how family events are celebrated • Identify the preparations for different celebrations • Accept and decline invitations • Discuss and describe various aspects of going to special events • Discuss different types of art and visiting museums. Anchor Standard: Culture • Compare customs and traditions in America and those in the France/Francophone countries