

Glendale Unified School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Exploring French

Course Code: 8100G2

Grade Level(s): 6-8

School(s)

Course Offered: Toll Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: N/A

Course Overview: Exploring French is an introductory course for students new to the language. The three modes of communication standards, interpersonal, interpretive, and presentational, outlined by the California World Languages Standards, will be addressed to build skills at the novice proficiency level. Thematic units will highlight the cultures, food, holidays, and traditions of Francophone countries around the world, as well as various aspects of daily life. Students will also develop an understanding of culturally appropriate greetings and will be encouraged to communicate with commonly used phrases, expressions, and exchanges, building a foundation for continued studies in French.

California Common Core State Standards:

- A. Reading Standards for Informational Text (RI) Grades 6-8 Students
 - 1. RI 7: Integrate information presented in different media or formats (i.e. visually or quantitatively) as well as in words to develop a coherent understanding of a topic or an issue

- B. Writing Standards (W) Grades 6-8 Students
 - 1. W 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- C. Speaking and Listening Standards (SL) Grades 6-8 Students
 - 1. SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6, 7, or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
 - 2. SL 2: Interpret information presented in diverse media and formats (i.e. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
 - 3. SL 5: Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information, emphasize salient points, strengthen claims and evidence, and add interest.

World Languages Standards Language Standards (K-12)

- A. Communication
 - 1. WL.CM1.N: Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics.
 - 2. WL.CM2.N: Participate in real-world spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.
 - 3. WL.CM3.N: Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.
 - 4. WL.CM4.N: Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target language communities in the United States and around the world.
 - 5. WL.CM5.N: Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence level elements (i.e. morphology and/or syntax).

6. WL.CM6.N: Communicate about familiar common daily topics using words, phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology, ASL parameters, and very basic sentence level elements (i.e. morphology and/or syntax).
7. WL.CM7.N: Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence level elements (morphology and/or syntax) of the languages known.

B. Cultures

- a. WL.CL1.N: Use age-appropriate gestures and expressions in very familiar common daily settings.
- b. WL.CL2.N: Experience, recognize, and explore the relationship among typical, age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.
- c. WL.CL3.N: Identify some similarities and differences among very familiar common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.
- d. WL.CL4.N: Identify cultural borrowings.

Assessments: Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Quizzes and unit tests measuring expressions, vocabulary, and reading comprehension
2. Homework assignments that reinforce skills taught in class
3. Presentations that measure understanding of units of study and speaking skills at the novice level
4. Listening comprehension quizzes
5. Projects that are accompanied by a clear set of objectives on rubrics

Unit 1: Greeting and Introduction in French

(4 weeks)

Essential Question: How do I introduce myself? What are familiar phrases and words I need to express myself and interact with others?

Students will learn about the basic ways to greet each other and make introductions. They will understand how to use expressions of courtesy in conversation. In this unit, they will also be introduced to the alphabet, the numbers in order to count to 31, the days of the week, and the months of the year. They will also know how to talk about their emotions and feelings, using the verbs *être* (to be) and *avoir* (to have).

Unit 2: School and Learning

(4 weeks)

Essential Question: What is my school community like? How do I engage with others at school?

Within the unit, students will be able to talk about their classes and their schedules. They will be able to describe their friends by using adjectives and gender agreement. They will also learn how to talk about leisure time, sports, and activities they do in their free time. They will understand how to ask questions, follow directions, and learn the language they would use in a school setting. *J'aime* (I like) and *Je n'aime pas* (I don't like) will be the language structure introduced in this unit.

Unit 3: Family, Friends, and Work

(4 weeks)

Essential Question: Who are my family and friends? How would I describe them?

Students will learn the names of family members such as grandparents, uncles and aunts, siblings, and pets such as dogs and cats. They will also learn how to describe them using *être* (to be) and gender agreement, adjectives that describe look and personality. Students will understand what family life is like in Francophone cultures and what celebrations they share together. Friend relationships and family traditions will also be introduced. Students will also be able to talk about people's professions and jobs.

Unit 4: Food, Dining, Shopping, and Clothing

(3 weeks)

Essential Question: What are foods we eat throughout the day and on special occasions? Where do we shop?

Students will be introduced to vocabulary associated with different meals in the day and also learn what foods accompany special days and occasions in the year. Students will learn how to order in a restaurant.

Students will also learn about vocabulary related to clothing, including colors, materials, and patterns.

Unit 5: French Around the World and Travel

(5 weeks)

Essential Question: Where is French spoken? What are those countries' cultures, customs, and traditions?

Students will explore the countries all over the world that speak French. They will learn about the geography, history, and famous citizens of each country, and also be introduced to their culture, customs, traditions through media, music, art, and games. Students will be able to speak about the weather using the verb *faire* (to do / to make). They will be able to speak about transportation within the city, and around the world. Students will also be able to get help using vocabulary related to body parts, and emergency assistance. They will be able to ask for directions.