

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

EXPLORATORY FRENCH MYP

Date: November 2016
Proposed Grade Level(s): 6-8
Grading: A-F and 1-7 (MYP)
CTE Sector / Pathway: N/A

Course Length: 1 year
Subject Area: World Languages
Credits: N/A
Articulation Units: N/A

Prerequisite(s): None

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

Exploratory French is a year-long French language course that is designed for students who have none or very little prior experience in the language. The course is primarily a conversation course that aims to develop basic language skills of listening, speaking, reading and writing. Students' learning activities will involve two fundamental ideas: learning in cultural context and learning through performance. The purpose of this course is to provide a language and cultural foundation to become lifetime learners with open-mindedness and global cultural appreciation. Through a variety of interactive French cultural activities, students will gain French language skills and competence that fit into the IB learner profile.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The main goal of the Exploratory French course is to introduce students to the French language and culture, through music, vocabulary, communicative activities and cultural studies. This course will give them a good foundation in French vocabulary and phrases that will help prepare them for success in the French 1 course.

Upon successful completion of this course, the student will be able to:

- Have foundational knowledge of the French phonetic system and develop their ability in speaking French with correct pronunciation and intonation
- Gain language skills in communicating accurately and appropriately in French for common everyday purposes
- Be aware of many aspects of French culture imbedded in the French language
- Understand the basic French grammatical concepts

Essential Questions:

1. *In what ways would learning French be beneficial?*
2. *How is French similar to English? How is French different than English?*
3. *How do students develop communicative competence in French?*

COMMON CORE STATE STANDARD READING COMPONENT:

Reading of beginning French phrases and colloquial speech dialogs are presented early on in the course, with more complex sentence reading being introduced as skills increase. Student will practice reading comprehension skills such as, inferring content and meaning through cognates (words that are similar in French and English) and key vocabulary, deducing and anticipating upcoming meaning by the previous meaning.

Students will continue to check and show perceived understanding of the readings with the teacher and fellow students.

CCSS ELA standards supported by this course include:

Reading Comprehension:

Students will

- Demonstrate an ability to comprehend and interpret informational text, such as expository passages and written instructions;
- Extend ideas presented in primary or secondary sources;

COMMON CORE STATE STANDARD WRITING COMPONENT:

While this is a course with a speaking and communication focus, sentence structure of the French language will test the writing skills of students as they determine proficient use of vocabulary and grammatical structures in target language. The primary text contains exercises that allow students to build on writing skills as they start writing simple phrases and sentences and build up to writing short responses to writing prompts. This course prepares students to meet the writing performance expectations outlined in the writing strand of the CCSS (as follows).

CCSS ELA standards supported by this course include:

Students will

- Create documents that provide clear information, use appropriate vocabulary, and follow conventional style;
- Write documents that report information logically and accurately;
- Demonstrate a command of standard French;

CCSS Written Conventions:

Students will

- Correctly identify and use clauses, phrases, and the mechanics of punctuation;
- Show knowledge of proper French usage, including grammar, paragraph, and sentence structure, and diction;
- Use correct manuscript format that includes page presentation, pagination, spacing, and margins

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Oral proficiency activities combine all the elements in the units of study - functions, topics, vocabulary, and structures - in the context of role-playing, partner and group activities. These activities give students a chance to integrate what they have learned in real communication with others. This course also incorporates music as a way to practice listening skills, pronunciation and to build interest in French culture. Selected songs will include educational songs to teach and practice sounds and vocabulary, traditional French songs, and selected songs from popular French songs both past and present.

CCSS ELA standards supported by this course include:

CCSS Listening and Speaking Strategies

Students will

- Be able to recognize and utilize elements of a variety of speeches, reports, and other audio sources

Speaking Applications

Students will

- Deliver narrative, and/or descriptive presentations;

- Respond correctly and effectively to questions;
- Use accurate descriptions of appearance, concrete detail, sensory detail, and shifting perspectives and points of view.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

Not Applicable

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Courageous
- Balanced
- Reflective

Unit Title	Global Context	Inquiry Questions	Contents
Hello and Intro to French	Identities and Relationships	<p>How does one acquire a foreign language, and why is it important?</p> <p>How does language help us understand each other?</p> <p>How do other cultures enrich our lives?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Greetings • Alphabet, pronunciation • Numbers • Colors <p>Culture:</p> <ul style="list-style-type: none"> • French greetings, les bisous (kisses) • formal vs. informal language • the French-speaking (Francophone) world <p>Music:</p> <ul style="list-style-type: none"> • alphabet song • numbers songs • Un kilomètre à pied • Alain le Lait song for colors • Boum! by Charles Trenet
In the Classroom	Identities and Relationships	<p>What do I need to be successful in school?</p> <p>How does our education system differ from the French system?</p> <p>How does our education shape who we are and who we become?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Classroom Objects • School Subjects • days of the week, months, calendar vocabulary <p>Culture:</p> <ul style="list-style-type: none"> • the French education system, in France and other Francophone countries • <p>Music:</p>

			<ul style="list-style-type: none"> • Lundi matin (days of the week) • Les jours et les mois by Franck Brichet • Jour 1 by Louane
Food, Cafés and Restaurants	Personal and cultural expression	<p>How is food a reflection of a culture?</p> <p>What role does food play in holidays and holiday traditions?</p> <p>What can we learn about a culture from its food and restaurant culture?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Foods • Cafes and Restaurants • Holidays and holiday food traditions <p>Culture:</p> <ul style="list-style-type: none"> • Francophone holidays • La fête de la Gastronomie • Regional specialties from various French-speaking countries • le Carnaval de Quebec <p>Music:</p> <ul style="list-style-type: none"> • Les fruits • Les legumes • Le ReRestaurant(aurant) by Language Leaders! • Various Holiday songs (La Renne au Nez Rouge, Au Royaume du Bonhomme Hiver)
Clothing, Shopping and Fashion	Personal and Cultural expression	<p>What are the key words and phrases needed to shop in a francophone country?</p> <p>How is shopping different in other countries?</p> <p>How is clothing an expression of ourselves?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Clothes • Weather and Season • Body Parts <p>Culture:</p> <ul style="list-style-type: none"> • major French department stores • online shopping • Famous fashion designers • Traditional dress in various French-speaking countries <p>Music:</p> <ul style="list-style-type: none"> • Alouette • Quel temps fait-il by Zim Zam Zoum • Le corps humain by Language Leaders! • Il pleut dans ma chambre by Charles Trenet
Family and Home	Identities and Relationships	<p>How does the concept of family differ across cultures?</p> <p>What is the nature of relationships in other cultures?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Family member names • Adjectives • House Vocabulary • Prepositions • animals/pets <p>Culture:</p> <ul style="list-style-type: none"> • Family structure in the Francophone

		What makes a house a home?	world <ul style="list-style-type: none"> • pets in France • architecture/house styles Music: <ul style="list-style-type: none"> • Frère Jacques • Tu as un animal? by Zim Zam Zoum • Sur le pont d'Avignon • Blanche comme neige by Isabelle Boulay
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TEXTBOOKS AND RESOURCE MATERIALS:

Sheeran, Joan G. *Exploring French*. St. Paul, MN: EMC, 2008, and companion student workbook

Resources

<http://www.songsforteaching.com/frenchsongs.htm>

Teacher selected materials, practice activities, songs, culture readings, artworks, realia etc. for any unit (may vary by teacher, year, class based on student and teacher interest and focus).

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The *World Language Content Standards* present the knowledge, skills, and abilities that all learners should acquire in a world language in the California public school system, within the Language Learning Continuum.

The *Language Learning Continuum*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency in the four stages of language learning.

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases.
- Stage II (Created): Learners understand and produce sentences and strings of sentences.
- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Within each stage, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings.

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Communication: Real-world communication takes place in a variety of ways. It may be interpersonal:

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures: The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings: Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

MYP Language Acquisition:

Within this IB MYP Language Acquisition course, students will be assessed on the 4 MYP Criteria as follows:

- Criteria A: Comprehending spoken and visual text
- Criteria B: Comprehending written and visual text
- Criteria C: Communicating in response to spoken written visual text
- Criteria D: Using language in spoken and written form

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who take responsibility for their learning as they master the target language.
- **Effective Communicators:** who speak, write, and read and listen in the target language.
- **Constructive Thinkers:** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** who attend class regularly in order to contribute to not only their own, but also their peers' learning of the target language.

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