

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FRENCH 1B

Date: March 2018

Course Length: 2 semesters

Proposed Grade Level(s): 6-8

Subject Area: World Languages/Language Acquisition

Grading: A-F and 1-7 (MYP)

Credits: N/A

Prerequisite(s): Completion of French 1A with a C or better

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

COURSE DESCRIPTION:

French 1B is a continuation of the introductory course to the French language and cultures of today which students began in French 1A. This course, in conjunction with French 1A, is meant to prepare students for French 2. Emphasis continues to be on the development of the four major language skills: listening, speaking, reading, and writing. In addition to developing these aptitudes, students will explore the many facets of French-speaking cultures and heritage through the use of a text, video, audio, and workbook program. The characteristics of this program involve application of inquiry, synthesis, and evaluation skills; active daily student participation; and flexible and fluent thinking. Practices in proficiency consist of, but are not limited to, live and recorded oral presentations in the target language, short written compositions, and guided research projects in French. The course is defined by the Content Standards of California World Language, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments that are evaluated with the IB Middle Years Programme criteria.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The French 1B class will primarily focus on building fluency in the four language skills: speaking, listening, reading, and writing.

The selected resource, *T'es Branché? 1B* supports student acquisition of the skills and knowledge to meet Common Core Standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of articulating their ideas into words.
- Developing literacy strategies that can be applied to French and English literature and expository works.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating strategies that help students “learn how to learn”.
- According to the writing strand in the Common Core Standards for English Language Arts, Literacy in History/Social studies, and Science and Technical subjects, students should demonstrate increasing sophistication in all aspects of language use, including vocabulary, syntax, and the development and organization of ideas.

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

1. How is shopping different in other countries?
2. What makes a house a “home”?

3. How do major world cities tell their stories?
4. How do people stay healthy and maintain a healthy environment?
5. How do travel experiences shape our worldview?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

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

IB Learners strive to be:

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

Summative assessments for each unit are listed with the IB MYP Criterion to be assessed. These assessments may be modified and refined as the teacher(s) see fit, to best align with the World Languages Guaranteed and Viable Curriculum and the MYP assessment requirements of the course.

| Unit Title | Global Context | Inquiry Questions |
|-----------------------------------|------------------------------|--|
| Clothing and Food Shopping | Identities and Relationships | How are clothing items similar and different in other countries? What meanings do individuals around the world link to dress? Why are |

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| How is shopping different in other countries? | | <p>there differences in dress in different countries?</p> <p>What can we learn about a culture from its attire?</p> <p>What importance do different cultures place on food and mealtimes?</p> |
| <p>Content - Clothing and Shopping</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> articles of clothing, colors stores and grocery items, quantities, fruits and vegetables <p>Structure:</p> <ul style="list-style-type: none"> present tense of irregular verbs <i>acheter</i> and <i>vouloir</i>, present tense of regular -RE verbs demonstrative adjectives, expressions of quantity, the partitive article <p>Culture:</p> <ul style="list-style-type: none"> online shopping, French flea markets, superstores vs. small shops, outdoor markets, high fashion houses (Paris) the Slow Food movement <p>Products:</p> <ul style="list-style-type: none"> <i>le pâté</i>, French cheeses <i>les souks</i> (markets) in North Africa, North African arts and crafts, clothing in West Africa <p>Assessment: Criteria B and D</p> <p>Students will complete an online shopping activity to find clothing for their family during a trip abroad where all of their suitcases were lost. Students will need to find prices, colors, and other information about the clothing in order to write a paragraph about what they bought for everyone. For the second part of the unit, students will select a recipe for a traditional French dish, make a shopping list for the ingredients, including where they will buy each item, and then write a paragraph to describe their grocery shopping trip in France. Listening will be assessed with the episode from the video series that accompanies the textbook.</p> | | |

| Unit Title | Global Context | Inquiry Questions |
|--|---|--|
| <p>At home</p> <p><i>What makes a house a “home”?</i></p> | <p>Personal and Cultural Expression</p> <p>Fairness and Development</p> | <p>What does housing tell us about a country and a culture?</p> <p>How important are mealtime customs and traditions to the concept of “home”?</p> <p>How is our own personal space at home a reflection of ourselves?</p> |
| <p>Content - At home</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> stories in a building rooms in a house, furniture in the living room and kitchen, the bedroom and bathroom meals, table setting computer and other technology <p>Structure:</p> <ul style="list-style-type: none"> ordinal numbers comparative of adjectives present tense of the irregular verbs <i>devoir</i>, <i>pouvoir</i>, and <i>mettre</i> <p>Culture:</p> <ul style="list-style-type: none"> Housing in France, bathrooms in France, technology use at home (among teens) Regional culinary specialties Acadia and New Brunswick, Canada <p>Products:</p> | | |

- Starry Night by Van Gogh
- *le rai* (music), Zydeco music
- singer Natasha St. Pier

Assessment: Criteria A and D

Students will imagine they are applying for a home stay in a French speaking country, and they will listen to recordings from host families with descriptions of houses/housing and family practices. They will choose their preferred family, answer questions, write a response to introduce themselves, and describe their own home/housing situation and what they are looking forward to during their home stay in the French speaking country.

| Unit Title | Global Context | Inquiry Questions |
|---|-------------------------------|--|
| In the capital <i>How do major world cities tell their stories?</i> | Orientation is space and time | What French structures and forms do we need in order to describe events in the past? What stories does Paris have to tell? How much can we learn about a country from its capital city, its customs and its monuments? |

Content - In the capital

Vocabulary:

- weather, the seasons, and pets
- places in the city, monuments in Paris
- time expressions

Structure:

- present tense of the irregular verb *faire*, and expressions with *faire*
- expressions with *avoir*: *avoir froid*, *avoir chaud*, *avoir envie de*
- *passé composé* with *avoir*, irregular past participles, *passé composé* with *être*

Culture:

- Paris, Parisian pastries, monuments and landmarks of Paris
- Fine art: Pointillism

Products:

- La galette des rois, Le métro, la tour Eiffel, le jardin des Tuileries

Assessment: Criteria B and C

Students will plan a trip to Paris. They will use French language websites to research Parisian monuments and attractions, and answer comprehension questions about what they have read. Students will prepare a collage of the places they visited on their trip to Paris to use as a visual aid for the summative. Students will tell the teacher about their visit to Paris and answer five follow-up questions based on what they have on their visual aid/collage.

| Unit Title | Global Context | Inquiry Questions |
|---|----------------------------------|--|
| Health and Wellness <i>How do people stay healthy and maintain a healthy environment?</i> | Globalization and Sustainability | How do our choices affect our overall health? What is the important thing to do in order to be healthy? What importance do other cultures place on health and their environment? |

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| <p>Content - Health and Wellness</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • parts of the body, parts of the face • illnesses and other health expressions • environmental problems and solutions, endangered species <p>Structure:</p> <ul style="list-style-type: none"> • present tense of the irregular verb <i>falloir</i> • the imperative, verbs + infinitives, de + plural adjectives <p>Culture:</p> <ul style="list-style-type: none"> • <i>La sécu</i> in France, “<i>Manger bouger</i>” ad campaign, <i>le thermalisme</i> • Rwanda, home health care workers in Rwanda • <i>Les Verts</i> in France, <i>Vélib</i> in Paris (bicycle rentals) <p>Products:</p> <ul style="list-style-type: none"> • Homeopathic medications • Languages and language education in Rwanda • <i>La souris verte</i>, online magazine for young people <p>Assessment: Criteria A and C</p> <p>Students will be assessed on listening comprehension using the episode from the textbook video program. Students will create a dialogue/skit with a partner where one of them plays the role of a personal trainer/health expert and the other student is a client asking for help to get healthier. Students must ask and answer relevant questions about health and wellness.</p> | | |

| Unit Title | Global Context | Inquiry Questions |
|--|---|--|
| <p>On Vacation</p> <p><i>How do travel experiences shape our worldview?</i></p> | <p>Globalization and Sustainability</p> | <p>How can traveling to a different country be beneficial?</p> <p>What can we learn about ourselves through travel and leisure?</p> <p>To what extent do we understand a country and its culture through travel and tourism?</p> |
| <p>Content - On vacation</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • places in North America, Quebec essentials, compass directions • at the train station, features of the countryside, expressions for giving directions • European countries and nationalities <p>Structure:</p> <ul style="list-style-type: none"> • prepositions before cities, countries, and continents • other negative expressions: <i>ne...rien</i>, <i>ne...plus</i>, <i>ne...personne</i>, <i>ne...jamais</i> • superlative of adjectives <p>Culture:</p> <ul style="list-style-type: none"> • major cities in Québec: Québec City and Montreal, <i>FrancoFolies</i> festival • Departments and regions of France, Loire valley castles • Switzerland, Geneva, International museum of the <i>Croix-Rouge</i> • Interviewing a traveler who has visited a Francophone location <p>Products:</p> <ul style="list-style-type: none"> • maple syrup, Swiss watches • Fine Art: Perspective (Achille Varin) | | |

Assessment: Criteria C and D

Students will select a Francophone country for a research project, to present to the class. The class will ask follow-up questions, students will need to be prepared to answer basic questions about their presentation. The project must include major cities, tourist attractions/monuments, foods they will try, what the weather is typically like, places to go shopping, etc. They will be encouraged to include as many of the topics that they have studied over the course of the year in this culminating final project.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

T'es Branché? Level 1B by Theisen, Toni, Jacques Pécheur, Stephen R. Adamson, et al. St. Paul: EMC, 2014. Student Workbook and all other ancillaries that accompany the *T'es Branché* series

Resources

Teacher selected texts, poems, 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* presents 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:

Criterion A: Comprehending spoken and visual text

Criterion B: Comprehending written and visual text

Criterion C: Communicating in response to spoken written visual text

Criterion 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, 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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