

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

COLUMBIA MIDDLE SCHOOL
WORLD LANGUAGES

French 1A
Grades 6 and 7

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on _____.

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Addendum:*

New Jersey Core Curriculum Content Standards – World Languages

New Jersey Core Curriculum Content Standards – Workplace Readiness

***New Jersey Core Curriculum Content Standards can also be viewed at
www.state.nj.us**

PHILOSOPHY/RATIONALE

As we move through the new millennium, global communication becomes increasingly important. A broad global environment and increasingly sophisticated technology make it necessary for us to become citizens of the world who are able to express ourselves in more than one language. By interweaving language and culture, we seek to prepare students to live and work in a multi-faceted society. World language study actively promotes the students' proficiency and develops their knowledge of and sensitivity to other cultures.

Acquiring a second language involves a progression of activities from comprehensible input of authentic language through guided and/or structured activities to comprehensible expressive output. In order to facilitate a continuous learning process, the vocabulary, structures, and functions are re-entered and spiraled throughout the program. A variety of strategies which target different learning styles and multiple intelligences address the various needs of the wide range of students. The overall goal is for students to participate actively in the learning experience and to be able to use the target language for meaningful communication.

Students in Grade 6 may enroll in Grade 6 French, a course which introduces topics that are presented in depth in Grade 7. Students in Grade 7 may enroll in French 1A, a full year course which meets daily. Grade 6 French and French 1A address the New Jersey Core Curriculum Content Standards 7.1 and 7.2. They also address identified areas of the New Jersey Core Curriculum Content Standards for Workplace Readiness.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To understand and interpret communication in the target language within the appropriate cultural context.

7.1 A1,2,3,4,5,7

8.1 A1,2,3

8.2 B2,3

8.3 A3

2. To engage in direct communication in the target language.

7.1 B1-5

8.1 A1,2,3

B1,3,4

8.2 B2

8.3 A3,4

3. To present information, concepts and ideas to an audience in the target language.

7.1 C 1,4

8.1 A1-4

B1

8.3 A3

8.4 A1,2

4. To participate in multi-lingual communities.

7.1 A 1-7

8.1 A2

7.1 B 1-5

B1-4

7.1 C 1-4

8.3 A3,4

5. To demonstrate an understanding of the cultural perspectives of target language countries through their products and practices.

7.2 A 1-4

8.1 A1,4

7.2 B 1-5

B1

7.2 C 1,2

8.3 A3,4

STUDENT PROFICIENCIES

A. Interpretive Mode

The student will be able to:

1. Identify theme-based vocabulary from visuals, objects or oral or written descriptions as related to the following:
 Self and Others, School and Careers, Our World – Local and Global.
2. Demonstrate comprehension of information presented in authentic materials such as reading selections, posters, advertisements, video selections, audio tapes, CDs, CD-ROMS, etc.
3. Respond to verbal instructions or commands.
4. Identify and recognize the specifics of parts of speech used in context.
5. Recognize the tense of verbs used in context.
6. Identify and compare customs related to daily life regarding holidays, celebrations, meals etc. in francophone countries and USA.
7. Identify distinctive products of French-speaking countries such as currencies, gift items, household furnishings, art, etc.
8. Make connections between French and other disciplines, such as art, social studies, English, science, etc.

B. Interpersonal Mode

The student will be able to:

1. Introduce, greet, and converse with others using culturally appropriate expressions.
2. Extend and accept written and verbal invitations.
3. Request and give basic personal information.
4. Ask about and express personal likes/dislikes, wants/needs, and opinions.
5. Participate in guided conversations about school, home, friends and family, restaurants, etc.
6. Request and give information about the location of people, places, and things.
7. Discuss where people work in schools, home, and community.
8. Identify main ideas, characters, locations, and events found in reading and video selections.

C. Presentational Mode

The student will be able to:

1. Create and/or present orally or in written form dialogues, skits, role-plays, messages, compositions, etc. using target language vocabulary and structures.
2. Describe orally or in writing people, objects, locations, activities, etc. in the target language.

STUDENT PROFICIENCIES (continued)

3. Create, write, or tell about products such as food, objects, art, music, movies, etc. of French-speaking countries.
4. Compare and contrast common cultural practices of French-speaking countries and the United States.

METHODS OF EVALUATION

1. Oral presentations including dialogues - graded by rubric.
2. Short-term and long-term projects - graded by rubric.
3. Compositions - graded by rubric (Grade 7 only).
4. Tests.
5. Written and oral quizzes.
6. Homework.
7. Class participation.
8. Computer-assisted software assessment.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives
7.1 7.2 8.1 8.2 8.3	A1,2,3,4,7 B1,2,3,4 C1 A1,3,4 B1,2,4 A1,2,3,4 B1,2,3,4 B1,2,3 A3	I. Self & Others A. Introductions & Salutations 1. Ask how people are doing a. idioms with <i>aller</i> b. use of <i>tu</i> and <i>vous</i> ; use of <i>comment</i> 2. Ask and tell names a. use of <i>s'appeler</i> b. use of intonation to ask a question 3. Greet people a. use of <i>salut, bonjour</i> b. alphabet and spelling 4. Say goodbye a. use of <i>au revoir, à tout à l'heure, à bientôt, à demain</i> b. alphabet and spelling 5. Express simple courtesies (preliminary chapter) a. formal and informal ways to say please and thank you b. alphabet and spelling B. Personal Data 1. Talk about birthdays a. days, months, and numbers b. use of <i>être</i> to express date 2. Express age (preliminary chapter) a. use of numbers b. use of <i>avoir</i> to tell age 3. Tell what belongs to you and others a. irregular adjectives – <i>beau, nouveau, vieux</i> b. use of <i>avoir</i> in the present tense C. Physical & Character Traits 1. Describe self & others a. descriptive adjectives – <i>intelligent,</i>

		<p><i>grand, petit, etc.</i></p> <ul style="list-style-type: none"> b. singular forms of definite and indefinite articles; adjective agreement; singular forms of <i>être</i>; negation <p>2. Talk about family and explain relationships</p> <ul style="list-style-type: none"> a. family members – <i>soeur, frère</i>, etc.; pets <i>chien, chat</i> b. use of possessive adjectives <p>3. Identify and describe clothing</p> <ul style="list-style-type: none"> a. typical articles of clothing, colors b. verbs <i>mettre, porter, acheter, payer</i>; comparisons <p>D. Preferences</p> <ul style="list-style-type: none"> 1. State agreement/disagreement <ul style="list-style-type: none"> a. use of expression <i>être d'accord</i> b. conjugate <i>être</i> in the present tense 2. State an opinion <ul style="list-style-type: none"> a. use of <i>aimer, préférer</i> b. conjugating <i>er</i> verbs; subject pronouns comparisons 3. Discuss course preferences and teachers <ul style="list-style-type: none"> a. school subjects; school supplies b. negative of indefinite articles; verb + infinitive 4. Describe in school and out of school activities <ul style="list-style-type: none"> a. places; food, clothing, dining out, etc. b. use of <i>er</i> verbs in the present tense, use of near future <p>E. Origins</p> <ul style="list-style-type: none"> 1. Say from where someone or something comes <ul style="list-style-type: none"> a. names of cities and states b. questions with <i>où</i> and <i>d'où</i>, <i>être</i> in pre 2. Family relations <ul style="list-style-type: none"> a. step relations – <i>belle-mère, demi-soeur</i>, etc. b. possessive adjectives,
7.1	A1,3,4,5 B1, B2, B4	<p>II. School and Careers</p> <p>A. Subjects and Schedules</p> <ul style="list-style-type: none"> 1. Tell time/24 hour clock <ul style="list-style-type: none"> a. numbers, time expressions – <i>une heure et demie, moins le quart, et quart</i>, etc.;

<p>7.2 8.1 8.2 8.3</p>	<p>C2,3,4 A1 B1,3,4 B3 B3 A3</p>	<p>days of the week, months of the year b. use of <i>il est</i>, questions - <i>quelle heure est-il?</i>, <i>il est quelle heure?</i>, <i>vous ne savez pas l'heure?</i></p> <p>2. School subjects a. names of subjects and groupings b. use of verbs <i>faire</i> and <i>aller</i>, conjugation and use of <i>er</i> verbs, questions with <i>quand</i></p> <p>B. School Environment 1. Discuss and describe school environment a. classroom objects, school supplies, rooms in the building, numbers 100 to 1000 b. definite and indefinite articles, negative of definite and indefinite articles, question - <i>combien, où, qu'est-ce que c'est, etc.</i>; verb + infinitive,</p> <p>C. In-School Activities and Extra-Curricular 1. Describe routine classroom activities a. classroom actions, - <i>entrer, poser, demander, passer un examen, lever la main, etc.</i> b. use of and conjugation of <i>er</i> verbs, Use of the pronoun <i>on</i> 2. Discuss after-school activities a. pastime verbs and activities—<i>rigoler, regarder la télé, écouter la musique, etc.</i> b. construction –<i>er</i> + infinitive</p> <p>D. Careers 1. Identify different trades, careers, and professions a. names of people and workplaces – <i>boucher/boucherie, médecin/ l'hôpital, professeur/lycée</i> b. use of preposition <i>chez</i> , <i>pouvoir, vouloir</i> in present tense 2. Identify careers where a knowledge of French is desirable or necessary</p>
<p>7.1</p>	<p>A3,4,5,7 B2m4m5 C1,2,3,4</p>	<p>III. Our World – Local and Global A. Homes, Neighborhoods, Towns, and Cities 1. Discuss, describe, and compare and contrast shops and stores in French speaking Countries and the United States</p>

7.2	A1,2,3,4 B1,2,3	
8.3	A3,4	
8.4	A1,2	<ul style="list-style-type: none"> a. stores (types and names), names of departments in stores idiomatic expression <i>faire des courses, faire du shopping, etc.</i>; b. irregular verb <i>acheter</i>, the partitive vs. the definite article, partitive in the negative; contractions with <i>à</i> and <i>de</i> <ol style="list-style-type: none"> 2. Discuss, describe, and compare and contrast housing in French speaking countries and the United States <ul style="list-style-type: none"> a. types of buildings, <i>immeuble, gratte ciel, maison, HLM (Habitation Loyé Moyen)</i> etc.; parts/rooms of a house, apartment building b. possessive adjectives; irregular adjectives <i>beau, nouveau, vieux</i> 3. Discuss, describe, and compare and contrast transportation in French speaking countries and the United States <ul style="list-style-type: none"> a. types of public and private transportation <i>voiture, métro, etc.</i> b. use of prepositions such as <i>en</i> and <i>à</i>; use of adjectives <i>quel</i> and <i>tout</i> 4. Comprehend controlled passages on a variety of interdisciplinary topics, such as the social and natural sciences, history, fine arts, etc. <ul style="list-style-type: none"> a. new vocabulary in context/recycled comprehensive vocabulary b. reading skills—identify main idea recognize important details compare/contrast, etc. 5. Comprehend authentic printed matter such as tickets, receipts, menus, ads <p>C. Target Language Countries</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of various cultural aspects of different French speaking countries <ul style="list-style-type: none"> a. cuisine, education, holidays, music, art, clothing, shopping b. recycled grammar, idioms and expressions; reading comprehension skills

		<p>2. Comprehend authentic printed matter such as: tickets, menus, and ads.</p> <p>3. Demonstrate an understanding of the European Monetary Unit and European systems of measurement</p> <p>a. consumer language—<i>l'argent, l'euro le kilo, la taille, etc.</i></p> <p>b. irregular verb <i>mettre</i>, stem-changing verbs <i>voir, croire, payer</i></p> <p>*This curriculum guide is written thematically and is not necessarily in sequential order. The sample vocabulary and grammar are meant to be illustrative of the types of vocabulary and grammar that might appear in the category.</p>
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SUGGESTED TOPICS FOR GRADE 6 – FRENCH*

1. Salutations and expressions of leave-taking.
2. Expressions of health/parts of the body.
3. Numbers.
4. Colors.
5. Classroom objects.
6. Days of the week, months of the year, dates.
7. Seasons and weather.
8. Foods.

Grade 6 French is a communicative course that introduces students to a variety of topics. The language may be presented through visuals, objects, video clips, CDs, cassettes, or software. Students are encouraged to participate actively in each lesson.

*This list is topical and not necessarily in sequential order. It may be adapted according to the needs of the students and the time constraints of the schedule.

RESOURCES/ACTIVITIES GUIDE

1. Oral presentations (e.g., skits, dialogues, ads, weather reports)
7.1: A2, A3, B2, B4, C1
7.2: A1, A2, B1, C1, C2
2. Long and short range projects (e.g., family photo albums, family tree, plan of a neighborhood, food log, menus, clothing catalogues, diagram of a house)
7.1: A2, A3, A5, B2, C4
7.2: B3, C1, C2
3. Compositions/Journals
7.1: A1, B1, B2, C2
4. Paired activities
7.1: A1, A7, B1, B2, B3, B4
7.2: B1, B3, B4
5. Pattern drills
7.1: A7
6. Dictation
7.1: A1, B1
7. Flannel board activities
7.1: A7, B2, C2
8. Internet activities
7.1: A4, C4
7.2: A1, A2, A4, B2, B3, B4, B5, C2
9. Listening comprehension activities
7.1: A4
7.2: A1
10. Video activities
7.1: A5, C4
7.2: A1, A3, B2, B3, B4, B5
11. Total physical response
7.1: A1, B1

RESOURCES/ACTIVITIES GUIDE (continued)

12. Transparency-based communicative activities
7.1: A3
13. Photo flash cards
7.1: A3
14. Writing and audio (CDs) workbook exercises
7.1: A4, B2
15. Songs
7.1: B2
16. Games (e.g., Pictionary, charades, match game, vocabulary bingo, cumulative vocabulary games, ladder exercises)
7.1: A3, B3
17. Cooperative or individual picture-prompted story-telling
7.1: C2
7.2: B1
18. Role play
7.1: A2, B3, B4, C1, C4
7.2: B1
19. Cultural readings
7.1: A4, A6, B5, C2,4
7.2: A1, A4, B3, B4, B5
20. Supplemental interdisciplinary readings
7.1: A4, A5, A6, B5, C3,4
7.2: A1, A2, A4, B3, B4, B5

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Bon Voyage: Audio Program Compact Discs Schmitt, C.J. and Brillé Lutz. Glencoe McGraw-Hill: New York, 2002

Bon Voyage: Video Program Compact Discs Schmitt, C.J. and Brillé Lutz. Glencoe McGraw-Hill: New York, 2002

Bon Voyage: Internet Activities Workbook Schmitt, C.J. and Brillé Lutz. Glencoe McGraw-Hill: New York, 2002

TV programs

Rosetta Stone

Travel and/or cultural videos

CD-ROMS

CDs – music

Proxima (power point, Internet surfing, group presentation of software)

Cassettes

SUGGESTED MATERIALS

Resources for Students

Schmitt, C.J. and Brillié Lutz, K. *Bon voyage: Level I Part A*. New York: Glencoe McGraw-Hill, 2002.

Schmitt, C.J. and Brillié Lutz, K. *Bon voyage: Writing Activities Workbook: Level Part A*. New York: Glencoe McGraw-Hill, 2002.

Schmitt, C.J. and Brillié Lutz, K. *Bon voyage: Audio Activities: Level I Part A*. New York: Glencoe McGraw-Hill, 2002.

Bromhead, A. and MacLagan, P. *In France*. Minnesota: EMC/Paradigm Publishing Company, 2001.

Internet site: www.french.glencoe.com

Bienvenue: CD-ROM Interactive Textbook. Glencoe: McGraw-Hill.

Resources for Teacher

Text and Ancillary Materials

Schmitt, C.J. and Brillié Lutz, K. *Bon voyage: Level I Part A* New York: Glencoe McGraw-Hill, 2002.

Teacher Wraparound Edition

Teacher Classroom Resources

Transparency Binder

CD Program with Booklet

Video Program with Booklet

Quizzes with Answer Key

Performance Assessment Booklet

Test Booklet with Answer Key

Internet Activities Booklet (Internet site: www.french.glencoe.com.)

Supplemental Texts and Activity Books

Blume, E. and Stein, G. *French First Year*. New York: Amsco School Publications.

Bromhead, A. and MacLagan, P. *In France*. Minnesota: EMC/Paradigm Publishing Company, 2001

Cochran, Linda N. *Discovering French: Teacher to Teacher*. Boston: McDougal Littell, 1997.

SUGGESTED MATERIALS (continued)

De Tous Côtés. Illinois: NTC/Contemporary Publishing Group, Inc., 2000

Dagg, K. *Discovering French: Focus Junior High/Middle School*. Boston: McDougal Littell, 1997.

Idées pratiques pour la classe de français. New York: EMC Publishing, 1994.

Ramsay-Verzariu. *French Puzzlers. Books 1 and 2*. Hayes School Publishing Co., Inc. 1997.

Steele, Ross. *The French Way*. Illinois: Passport Books 1995.

Cassettes

McArthur, Barbara. *Sing, Dance, Laugh, and Eat Quiche 1,2, and 3*.

Videos

Lyric Language: French. California: Penton Overseas, Inc.

French Commercials

Allez-viens: Level 1

Super Cities: Paris

Discovering France

French in Action

Touring France

Travels in Europe: Provence & Loire

Babar, roi des éléphants

Reference Book

Dictionnaire français-anglais/anglais-français. Paris: Larousse, 1998.

Dictionnaire encyclopédique. Paris: Hachette, 1997.