

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

COLUMBIA MIDDLE SCHOOL
WORLD LANGUAGES

French 1B
Grade 8

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 8 may enroll in this full year, which meets daily. The French IB program addresses the New Jersey Core Curriculum Content Standards 7.1 and 7.2. It also addresses 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 A1-7

8.1 A1-3

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 geographical features, climate, and weather in places where French is spoken.
8. Identify distinctive products of French-speaking countries such as currencies, gift items, household furnishings, art, etc.
9. 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 location of people, places, and things.
7. Ask for and give information regarding physical or emotional state or condition, personal grooming, sports and leisure activities, etc.
8. Discuss where people work in schools, home, and community.
9. Discuss and make travel and vacation plans.
10. Identify main idea, characters, locations, and events found in reading and video selections.

STUDENT PROFICIENCIES (continued)

C. Presentational Mode

The student will be able to:

1. Create and/or present orally or in written form dialogues, skits, role-plays, messages, poems, journal entries, compositions, ads, etc. using target language vocabulary and structures.
2. Describe orally or in writing people, objects, locations, activities, etc. in the target language.
3. Create, write, or tell about products such as food, crafts, 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.
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 8.4	A1,2,3,4,6,7 B1,2,3,4 C1,2 A1,2,3 B1,2,3,4 A1,2,3 B1,2,3,4 B2,3 A3 C1	I. Self & Others A. Introductions and Salutations 1. Make acquaintances and renew old friendships a. review school vocabulary b. review regular - <i>er</i> verbs, irregular verbs <i>aller</i> and <i>etre</i> , contractions with <i>a</i> and <i>de</i> 2. Recognize etiquette a. review familiar and formal greetings and courtesies review idioms with <i>avoir</i> and <i>faire</i> ; review irregular verbs <i>vouloir</i> , <i>pouvoir</i> , <i>prendre</i> B. Physical and Character Traits 1. Describe self and others a. review adjectives b. review noun, adjective agreement 2. Talk about family and explain relationships a. words to describe daily routine and household items b. reflexive verbs in present 3. Talk about the body a. parts of the body - <i>tete</i> , <i>pied</i> , etc.; common ailments; health-related idioms b. indirect object pronouns <i>lui</i> , <i>leur</i> ; the imperative; the pronoun <i>y</i> ; verbs conjugated like <i>offrir</i> in present and past tenses 4. Identify and describe clothing a. summer and winter clothing - <i>maillot de bain</i> , <i>anorak</i> , <i>gant</i> , etc. b. use of past tense with irregular verbs C. Preferences 1. Talk about favorite team sports a. sports vocabulary related to football, basketball, cycling, track, etc. b. use of past tense of regular - <i>er</i> , - <i>ir</i> , - <i>re</i> verbs; interrogatives <i>qui</i> , <i>qu'est-ce que</i> ,

		<p><i>quoi</i>; use of irregular verbs <i>boire</i> <i>recevoir, devoir</i></p> <ol style="list-style-type: none"> 2. Discuss summer pastimes <ol style="list-style-type: none"> a. vocabulary related to the beach and to water activities—<i>vague, bronzer, plonger</i>, etc. b. idioms with <i>faire</i>; expression <i>if faut</i> infinitive 3. Describe favorite winter sports <ol style="list-style-type: none"> a. ski and skating vocabulary b. negative constructions such as <i>ne...rien, ne...personne, ne...jamais</i>; past tense with <i>être</i> 4. State what one likes and dislikes to eat <ol style="list-style-type: none"> a. review food vocabulary b. review the partitive and the negation of the partitive <p>D. Origins</p> <ol style="list-style-type: none"> 1. Say where someone or something comes from <ol style="list-style-type: none"> a. review adjectives of nationality b. review noun/adjective agreement 2. Talk about the family <ol style="list-style-type: none"> a. review home/family adjectives b. review present tense <i>-er</i> verbs <p>E. Health</p> <ol style="list-style-type: none"> 1. Tell about personal grooming <ol style="list-style-type: none"> a. vocabulary related to items of personal hygiene b. present and past tense reflexive verbs; reflexive versus non-reflexive verbs; pronoun <i>en</i>, indirect object pronouns <i>lui, leur</i> 2. Describe a visit to the doctor <ol style="list-style-type: none"> a. medical professions b. imperatives
7.1 7.2 8.1 8.2 8.3 8.4	A1,2,3,4,5 B1,2,3,4,5 C1,2,3,4 A1,2 B2,3 B3 A3 C1	<p>II. School and Careers</p> <p>A. School Activities</p> <ol style="list-style-type: none"> 1. Describe academic courses <ol style="list-style-type: none"> a. review vocabulary pertaining to courses, schedules, and dates b. review interrogative adjective <i>quel</i>; review time-telling expressions 2. Discuss physical activities <ol style="list-style-type: none"> a. Names of sports and sporting equipment,

		<p>clothing, and arenas</p> <p>b. expressions with <i>faire</i></p> <p>3. Develop an appreciation for and discuss the fine and performing arts</p> <p>a. vocabulary pertaining to movies, theater, museums, and related careers—</p> <p>b. verbs <i>savoir</i> and <i>connaître</i>; direct and indirect object pronouns <i>me, te, nous, vous</i>; direct object pronouns <i>le, la l, les</i></p> <p>4. Comprehend controlled passages on a variety of academic and cultural topics</p> <p>a. vocabulary related to travel, authors, physical sciences, natural sciences, ecology, music, art, dance, nutrition</p> <p>b. reading skills—identify main idea, skim, scan, compare/contrast, respond to literal, inferential, and evaluative questions</p> <p>B. Careers</p> <p>1. Identify different trades, careers, professions, and professions</p> <p>2. Identify careers where knowledge of French is desirable or necessary</p>
<p>7.1</p> <p>7.2</p> <p>8.3</p> <p>8.4</p>	<p>A1,2,3,4,5,6,7</p> <p>B1,2,3,4,5,6</p> <p>A1,2,4</p> <p>B1,2,3,4,5,6</p> <p>A3,4</p> <p>A1,2</p>	<p>III. Our World – Local and Global</p> <p>A. Homes, Neighborhoods, Towns, and Cities</p> <p>1. Discuss, describe, compare and contrast housing in French-speaking countries and the United States</p> <p>a. household furnishing</p> <p>b. past tense with irregular verbs; reading comprehension skills such as finding main idea, identifying important details, etc.</p> <p>2. Discuss, describe, compare/contrast transportation in French-speaking countries and the United States</p> <p>a. vocabulary pertaining to airplanes/airports and trains/train stations</p> <p>b. present tense of <i>-ir</i> verbs; present tense of <i>re</i> verbs; adjectives <i>quel</i> and <i>tout</i>; demonstrative adjectives <i>ce, cet, cette, ces</i>; verbs like <i>sortir</i> in the present tense; verbs like <i>dire</i> in the present tense</p> <p>3. Describe the weather</p>

		<ul style="list-style-type: none"> a. weather language—<i>il neige, la pluie, il fait mauvais</i>, etc. b. expressions with <i>faire</i>; weather expressions - <i>quel temps fait-il, quelle temperature fait-il?</i> <p>B. Target Language Countries</p> <ul style="list-style-type: none"> 1. Demonstrate an understanding of various cultural aspects of French-speaking countries. <ul style="list-style-type: none"> a. vocabulary associated with cinema, theater sports travel, literature, medical services b. recycled grammar, idioms, and expressions; reading comprehension skill identify main idea, compare/contrast, etc. 2. Demonstrate an understanding of European time and temperature measurement systems <ul style="list-style-type: none"> a. vocabulary related to airline and train schedules, the 24-hour clock, and temperature b. convert Fahrenheit to Centigrade; calculate time differences and time equivalents 3. Comprehend authentic literary excerpts new vocabulary in context reading skill: use of context clues; describe main characters and setting; sequence events; respond to literal, interpretive, and evaluative questions <p>*This curriculum guide is written thematically and is not necessarily in sequential order. The sample vocabulary and grammar are meant to be illustrative to the types of vocabulary and grammar that might appear in the category.</p>
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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, C3
7.2: A1, A4, B3, B4, B5
20. Supplemental interdisciplinary readings
7.1: A4, A5, A6, B5, C3
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)

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.