

READINGTON PUBLIC SCHOOL DISTRICT

French: Grades 6-8

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. Students have the opportunity to:

- Be immersed in the target language.
- Communication with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.

The goal of world language is to prepare learners to apply their skills and understandings measured by the Standards and to bring a global competence to students' future careers and experiences. Students will use three modes of communication in World Language classrooms; interpretive, interpersonal, and presentational.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the 11 standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds will have opportunities to develop further proficiencies in their first language.

Goal Areas:

1.) Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

2.) Cultures

Interact with cultural competence and understanding

3.) Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

4.) Comparison

Develop insight into the nature of language and culture in order to interact with cultural competence

5.) Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. RESOURCES

<http://www.ala.org/aasl/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

IV. GOALS

Our curriculum is guided by the World-Readiness Standards for Learning Languages

COMMUNICATION

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

VI. SCOPE AND SEQUENCE

Middle Grades; Sixth, Seventh, and Eighth Grade (French):

	Sixth Grade	Seventh Grade	Eighth Grade
Unit 1 Sept./Oct.	<i>Why Learn French?</i> -French names -To ask and give name -To greet someone formally/informally (Salut song) -Cognates (Not in textbook but teacher generated) -To see familiar roots of English words -Learn the different French accents -Understand basic classroom commands -The French alphabet	<i>Culture: Geography of Europe and specific study of the features of France</i> -Rivers, mountains, bodies of water and countries surrounding France. learn about major cities in France and their importance -Propositions of locations as well as vocabulary related to geography (not in text but teacher generated) -Ask questions about locations -Ask more specific details using detailed questions words (not in text but teacher generated) -Give responses to detailed questions -Research project on specific city chosen by student -Review basic classroom commands in French -Engage in basic greeting and conversation (formal vs. informal) -Ask and answer questions about name, age, and how one is feeling -Review numbers to 70	<i>Conversation, Questions and Verbs</i> -Review classroom commands -Learn the different question words in French (who, what, when, where, why, with whom, how many, how (because)) in order to learn how to ask/ answer more complex questions -The verb “to know” to talk about different activities students know how to do -Extended vocabulary with more activities and learn the difference of when to use “faire” and “jouer” when talking about activities -Cultural reading to see what different francophone teens do during their leisure-time
Unit 2 Nov.	<i>The French-speaking World</i>	<i>Opinions</i> -Express likes and dislikes	<i>Countries and Nationalities</i> -The verb “venir” which means “to

	<ul style="list-style-type: none"> -Ask and tell how words are spelled using accents and special characters -Understand the cultural significance of French names and their connections to holidays -Cultural reading on French introductions formal/informal -Ask how someone is feeling and give responses -Numbers 0-39 -Ask and give age -Understand how to give phone numbers and email address in French -French customs (la bise) 	<ul style="list-style-type: none"> -Use of infinitives with like -Conjugation of additional er verbs -How to agree and disagree with someone's opinion -Tell how often or well one does something -Using adverbs of frequency conjunctions 	<ul style="list-style-type: none"> come from" -Review of adjectives -Le Temps Libre Vocabulary: Sports and activities; Seasons and months of the year; Places in town; Weather using "faire"; Activities one does in different seasons; and weather conditions and locations -Faire vs. jouer to talk about activities -Functions: Ask about interests; Ask when & how Extend, accept, and refuse an invitation -Grammar: The verb faire; Question words; Adverbs; Aller and the future proche; venir and the passé recent; -Culture: School sports, sports de glisse, French sports teams, cultural reading about a girl from Martinique -Discuss Pétanque rules and engage in tournament
Unit 3 Dec./ Jan	<p><i>Leisure Activities:</i> <i>To ask about likes and dislikes</i></p> <ul style="list-style-type: none"> -To agree and disagree about likes and dislikes -To ask how much you like to do an activity using different degrees of liking (ex: to love, really like, like, not like, hate, etc.) -Talk about preferences -Discuss verbs vs. nouns -Definite articles "le, la, l', les" in front of nouns conjunctions "and, or, but" Music of France 	<p><i>School Life</i></p> <ul style="list-style-type: none"> -School objects in the classroom and subjects -Use the verb avoir to ask what one has and tell what you do not have -Talk about things students need for specific classes using expression with avoir -Review colors -Numbers up to 1000+ -Time and school schedules -Ask for and give opinions about subjects teacher and schedule -French schools and schedules and how do they compare -Supplies you need and ask others what they need -“ger” and “cer” verbs -Winter songs -Holidays in France: la fete des rois 	<p><i>My Personal Style</i> <i>end of December- February</i></p> <ul style="list-style-type: none"> -La Mode/ My Personal Style -vocabulary content: clothing/accessories, jewelry, to offer/ask for help, sizes, opinions and why, fashion comparisons, choosing/paying for, prices, review #s up to 1000, types of stores -Structure: verbs “chercher, porter, mettre”, BAGS adjectives, demonstrative/interrogative adjectives, colors, materials, sizes, accessories, clothing of francophone teens, seasons, weather song “la valise” -Cultural differences when giving opinions on clothes -Culture: Senegalese clothing “le boubou”, specific dates that clothes are on sale in France -Fashion show
Unit 4 Feb./Mar.	<p><i>Activities and Locations</i></p> <ul style="list-style-type: none"> -Verbs and –er verb conjugation -Use “er” verbs in questions and answers -Different subject pronouns and their appropriate 	<p><i>Idioms with Avoir</i></p> <ul style="list-style-type: none"> -Use the verb avoir to ask what one has and tell what you do not have -Idioms with avoir using the verb avoir to express other needs, hunger thirst, cold, hot and pain 	<p><i>La Maison/My Community</i> <i>March- April</i></p> <ul style="list-style-type: none"> -Vocabulary content: house/apartment, rooms, furniture, chores, layout, preposition of location, differences in floors (Rez de chaussée, le premier étage etc.), comparing size of

	conjugations -When to conjugate and when to leave an “er” verb in the infinitive -Tell how well and how often an activity is done.- -Discuss places where to do different activities using prepositions of location -What do you like to do song	-Body parts (not in text but generated by teacher) -Use body parts to study well being and to tell that something hurts (Not in text but generated by teacher) -Culture: Holidays in France (Mardi Gras)	homes/country homes
Unit 5 April.	<i>Dates</i> -Days, months and dates -Give dates -Talk about birthdays, days of the week and seasons -Vocabulary related to days/time periods (Not in textbook but teacher generated) -Culture: how French people tell the dates -Derivations and comparisons of days using Roman mythology -Holidays and Festivals in France	<i>La Famille</i> -Describe people using adjectives -Adjective agreement (masculin, féminin, plural) -Describe hair/eye color irregular adjectives -Ask opinions of people -The verb “etre” to identify and describe family members -Give relationships of family members -Use of possessive adjectives when describing family using physical and character traits -Explain likes and dislikes -Culture: French family customs, family songs, possessive adjectives song, family album project	<i>Irregular and Regular Verbs</i> -Structure: irregular “ir” verbs (sortir, dormir, partir), to ask for, give or refuse permission, tell how often you do your chores. -Irregular verbs: “devoir, pouvoir” to say what you have to do and to ask for permission -Regular past tense using “avoir”
Unit 6 May/June	<i>School</i> -Classroom objects -To say there is and there are... -Gender of nouns -Use of indefinite articles un, une and des -Make nouns plural -Describe classroom objects -Commands of the classroom -Numbers to 70 -Subject pronoun-conjugation -The verb avoir/conjugation -Ask what people have -Tell what you and others have and don’t have -Use a positive & negative response (forming the	<i>Food: Study of French Meals</i> -Engage in conversation focused on meal time for the French -Traditional French foods American breakfast vs. French breakfast -Place setting -Research French restaurants/ reading a menu, politely ordering food, asking for the check, telling opinion of food -Ordering a meal at a restaurant -“ir” verbs -Perform a restaurant adventure scene	<i>Around Town</i> -Regular past tense to talk about completed chores -Past tense with “re, ir” ending verbs DR.MRSVANDERTRAMP (past tense with “etre”) -“En ville” unit to talk about transportation, places around town, giving directions -Connaitre vs. savoir

	negative) -Learn about the different school subjects -Tell time/hours and minutes (Not in text but generated by teacher) -Clocks & time in France		
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Resources:

1. There are a variety of workbooks, online resources, teacher created materials and other ancillaries that will help students in a variety of ways.
2. The text *Bien dit!* published by Holt is utilized on a regular basis.
3. *C'est a toi!*, from EMC Publishing, and *Allez-viens!*, from Holt, Rinehart and Winston, are utilized as supplemental materials.

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to the 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*. Our curriculum document would not be possible without the thinking and research of these individuals that contributed to the report and ACTFL organizations.

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