



French 1A

Course Number: 4070

Course Level: Middle School

Grade: 7-8

Time/Credit: 47 minutes every day
1 credit

Development Date: November 4, 2025

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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World Languages Department Learning Principles

Students of World Languages simulate authentic experiences, compare and contrast other languages and cultures, promote tolerance, and make connections with other disciplines.

World Languages programs integrate studying and experiencing the culture(s) in which the world language is used.

The World Languages discipline connects with all the other disciplines.

The learner is at the center of effective World Languages instruction.

World Languages programs should reflect the developmental nature of language acquisition.

The complexity of teaching a World Language requires teachers to reflect on their practice and match knowledge of the discipline with appropriate teaching, while assessing strategies to achieve learning goals.

Differentiated instruction addresses student strengths, interests and learning styles.

World Language learners achieve proficiency through performance-based assessments including speaking, reading, writing, and listening.

To achieve reality-based language learning, the world language acquisition must include technology-based instruction and practice.

World language educators create awareness, incite curiosity, and encourage appreciation of the language and culture being learned.

Sources: World Languages Curriculum Framework Making Connections

World-Readiness Standards for Learning Languages

Goal Area	Standard	Description
Communication	Interpersonal Communication	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Communication	Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Communication	Presentational Communication	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics for different audiences.
Cultures	Relating Cultural Practices to Perspectives	Learners investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures	Relating Cultural Products to Perspectives	Learners investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Making Connections	Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and solve problems creatively.
Connections	Acquiring Information and Diverse Perspectives	Learners access and evaluate information and diverse perspectives available through the language and its cultures.
Comparisons	Language Comparisons	Learners investigate, explain, and reflect on the nature of language through comparisons between the language studied and their own.
Comparisons	Cultural Comparisons	Learners investigate, explain, and reflect on the concept of culture through comparisons between the cultures studied and their own.
Communities	School and Global Communities	Learners use the language within and beyond the classroom to interact and collaborate in their community and the globalized world.
Communities	Lifelong Learning	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Central Bucks School District
World Languages Department Enduring Understandings

Students will understand that:

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Central Bucks School District
World Languages Department Essential Questions

1. How does an individual express his or her basic needs and wants in the target language?
2. How are your language and culture affected by others? How are other languages and cultures affected by yours?
3. How and why can you use the target language to further your career and personal enrichment?
4. How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
5. When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Central Bucks School District – Course of Study Overview

French 1A

Desired Results

Course Description: French 1A is an introductory course where students begin developing skills in listening, speaking, reading, and writing in French. Students will learn to greet others, introduce themselves, describe family and friends, talk about school life and daily activities, and express likes, dislikes, and preferences. Cultural explorations of French-speaking regions such as France, Canada, Algeria, Tunisia, Morocco, and Martinique are integrated throughout the course to build global awareness and appreciation. By the end of French 1A, students will be able to communicate about familiar topics in simple sentences and engage in novice conversations in the target language.

Prerequisite: None

Students will be able to:

- Introduce themselves and others using basic French greetings and courtesy expressions.
- Exchange information about their identity, nationality, and personal characteristics.
- Identify and describe people, classroom objects, school subjects, and daily activities.
- Ask and answer simple questions and participate in brief conversations.
- Communicate about school life, schedules, and everyday routines.
- Tell time and discuss dates, days of the week, and months of the year.
- Describe family members, friends, pets, and occupations.
- Use adjectives to describe people, places, and things.
- Express possession and location using appropriate vocabulary and grammatical structures.
- Understand and use high-frequency French vocabulary related to school, family, and daily life.
- Compare cultural practices and perspectives from France, Québec, the Maghreb, and other French-speaking communities.
- Demonstrate beginning proficiency in listening, speaking, reading, and writing in French.

Acceptable Evidence.

District Unit IPAs

District Final IPAs

Other tests, quizzes, projects, and activities will be included at the discretion of the teacher throughout the units in each course to check for understanding of essential skills, vocabulary, grammar, and culture.

Course Grading:

World Languages IPA Statement:

Beginning in the fall of 2021, the Central Bucks World Languages Department in each middle and high school will use assessments that are called IPAs which stand for Integrated Performance Assessments. They will occur throughout each unit as formative performance-based assessments. Additionally, they will be given at the end of each unit as common district summative assessments, and at the end of each course as common district final summative assessments. IPAs assess the progress that language students are making in building their proficiency through the World-Readiness Standards and were created by ACTFL (American Council on the

Teaching of Foreign Languages). The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication: Interpretive, Interpersonal, and Presentational. The three tasks are aligned within a single theme or content area, reflecting the way students naturally acquire and *use* the language in the real world or the classroom. The final summative IPAs given at the end of each course (formerly called final assessments) account for 10% of the total grade and are placed into the final exam category in the gradebook.

Breakdown of the gradebook percentages for grades 7-8 for 36-week courses.

22.5% for Marking Period 1

22.5% for Marking Period 2

22.5% for Marking Period 3

22.5% for Marking Period 4

10% for Final Exam

French 1A – Pacing Guide and Instructional Time

The following times are approximations and therefore, are guidelines inclusive of teaching, reviewing and assessing, to ensure completion of the course within the middle school year.
Grammar, Vocabulary and Culture are all integrated in World Languages lessons.

Content	Instructional Time
Preliminary Unit: French Foundations	Weeks 1-7
Week 1: Greetings and introductions	5 days
Week 2: Numbers and alphabet	5 days
Week 3: Questions and classroom expressions	5 days
Week 4: Dates and calendar	5 days
Week 5: Francophone world exploration	5 days
Week 6: Communication practice	5 days
Week 7: Formative Assessments	5 days
Unit 1: Introductions	Weeks 8-17
Week 8: Greetings and manners	5 days
Week 9: Introducing yourself	5 days
Week 10: Introducing others	5 days
Week 11: Personal information	5 days
Week 12: Basic conversations	5 days
Week 13: Preferences and opinions	5 days
Week 14: France and culture	5 days
Week 15: Communication activities	5 days
Week 16: Formative Assessments	5 days throughout the unit
Week 17: Unit IPAs	5 days
Unit 2: Academic Life	Weeks 18-27
Week 18: Classes and schedules	5 days
Week 19: School supplies	5 days
Week 20: School routines	5 days
Week 21: Daily activities	5 days
Week 22: Preferences	5 days
Week 23: Academic conversations	5 days
Week 24: Quebec culture	5 days
Week 25: Communication activities	5 days
Week 26: Formative Assessments	5 days throughout the unit
Week 27: Unit IPAs	5 days
Unit 3: Family and Friends	Weeks 28-36
Week 28: Family members	5 days
Week 29: Relationships	5 days
Week 30: Physical descriptions	5 days

Week 31: Personality traits	5 days
Week 32: Occupations	5 days
Week 33: Family life	5 days
Week 34: Maghreb culture	5 days
Week 35: Formative Assessments	5 days throughout the unit
Week 36: Final IPAs	5 days

NOTE: Enrichment opportunities will be provided to meet the needs of students that acquire an understanding of the content before their peers. Enrichment will be provided after students have completed the work assigned to all students and will be an extension activity with the same theme.

Required Texts and Software

VHL Central by Vista Higher Learning Supersite Platform (6 year license)

Chemins 1A ISBN# 9978-1-66993-026-6 Student Edition Hardcover

Supplemental Sites: Microsoft 365 Tools, Gale Library Resources, Classlink, Quizlet, Blooket, Gimkit, EdPuzzle, Canvas, Wordwall, Kahoot etc.

Central Bucks School District – Course of Study – French 1A

Preliminary Unit: French Foundations

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- How to greet others, introduce themselves, and exchange basic personal information in French.
- How to identify and describe countries, nationalities, and locations in the French-speaking world.
- How to use the French alphabet and numbers 0–31 to communicate information.
- How to use common classroom vocabulary and expressions to participate in classroom interactions.
- How to communicate days of the week, months of the year, and simple dates.
- The diversity and global influence of French-speaking cultures around the world.

Skills:

Students will be able to:

- introduce themselves and ask someone's name.
- talk about countries, capitals, and nationalities.
- ask and tell about ages and birthdays.
- ask and answer basic questions using interrogatives.
- identify regions around the world where French is spoken.
- identify classroom objects and school subjects.
- understand the teacher's instructions and use classroom expressions.

- talk about a schedule.
- identify francophone cultural products and practices and reflect on perspectives related to them.

Standards:

Priority:

Interpersonal Communication

- Students can introduce themselves and others, exchange basic personal information, and discuss where they are from.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to greetings, introductions, classroom language, school subjects, and personal information.

Presentational Communication

- Students can present basic information about themselves, including their name, age, birthday, nationality, and school experience.

Cultural Understanding

- Students can identify French-speaking countries and recognize the global presence and cultural diversity of the Francophone world.

Supporting:

Language Structures and Vocabulary

- Students apply foundational vocabulary and grammar, including the verb **être**, numbers, school-related vocabulary, and nationality expressions to communicate meaning.

Language Learning Strategies

- Students use basic language-learning strategies, such as cognates, visuals, repetition, context clues, and spelling patterns, to improve comprehension and communication.

Cultural Connections

- Students explore French names, text messaging conventions, and cultural and geographic aspects of the Francophone world to deepen their understanding of language and culture.

Acceptable Evidence:

Performance Tasks –

- **Getting-to-Know-You Conversation** – Introduce yourself and exchange basic personal information, including name, age, birthday, nationality, and place of origin.
- **Personal Introduction Presentation** – Create and present a brief introduction about yourself using target vocabulary and structures.
- **Classroom and School Showcase** – Describe classroom objects, school subjects, and a typical school schedule in French.
- **Francophone World Project** – Research and present information about a French-speaking country or region, highlighting language and cultural features.
- **Spelling and Information Exchange Activity** – Participate in a conversation that requires spelling names and sharing personal information using the French alphabet and numbers.
- **School Schedule Presentation** – Create and explain a class schedule, including subjects, days of the week, and times.
- **Interpretive Culture Task** – Read, listen to, or view an authentic resource about the Francophone world and demonstrate comprehension through written or oral responses.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary and grammar **quizzes** on greetings, introductions, numbers, nationalities, and classroom language.
- **Listening comprehension activities** focused on personal information and classroom interactions.
- **Reading comprehension activities** using short texts about students, schools, and French-speaking countries.
- Exit tickets and quick **checks for understanding**.
- Guided **writing activities** about personal information, school subjects, and schedules .
- Workbook, classwork, and **online practice assignments**.
- Partner and **small-group activities**.
- Self-assessments and **reflection activities** on language growth.
- **Cultural reflection activities** related to the Francophone world.

Summative Assessments

- Preliminary Unit Assessment

Suggested Learning Experiences and Instruction

Learning Experiences:

- Participate in introductory **conversations** using greetings, introductions, and courtesy expressions.
- Practice **spelling** names and words using the French alphabet.
- Conduct **class surveys** about age, birthdays, nationalities, and countries of origin.
- Create a **personal profile** that includes name, age, birthday, nationality, and interests.
- Label and **describe classroom objects** and school subjects in French.
- Create and share a **class schedule** using days of the week, months, and school vocabulary.
- **Explore maps** of the Francophone world and identify French-speaking countries and regions.
- **Compare school life and cultural practices** in France and other French-speaking communities.
- Engage with **authentic resources** such as videos, songs, infographics, and images from the Francophone world.
- Participate in **interactive games and activities** to practice numbers, vocabulary, and classroom expressions.

Instructional Strategies:

- Use **comprehensible input** and **TPR** supported by visuals, gestures, realia, and modeling to introduce greetings, introductions, numbers, and classroom vocabulary.
- Facilitate **structured partner and small-group conversations** to practice greetings, personal information, and classroom interactions.
- Incorporate **repetition and recycling of high-frequency vocabulary** through daily routines and warm-up activities.
- Use **interactive games and movement-based activities** to reinforce the French alphabet, numbers, days, and months.
- Model and provide guided practice with the verb **être** and other foundational language structures in meaningful contexts.
- Integrate **authentic cultural resources** such as maps, videos, songs, and images from the Francophone world.
- Use **graphic organizers and visual supports** to build vocabulary and cultural understanding.

- Implement **think-pair-share, turn-and-talk, and information-gap activities** to encourage interpersonal communication.
- Conduct **frequent formative assessments** through exit tickets, quick checks for understanding, and oral comprehension activities.
- Encourage the use of **language-learning strategies** such as cognates, context clues, repetition, and asking for clarification to support comprehension and communication.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – French 1A

Unit 1 – Introductions

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- Vocabulary related to greetings, introductions, courtesy expressions, numbers 0–60, classroom objects, subject pronouns, and the verb **être**.
- Cultural connections to the geography, diversity, and global influence of France.

Skills:

Students will be able to...

- **Greet** people, make introductions, describe myself and others, and make plans using cognates.
- **Identify** words and phrases used to greet and introduce people.
- **Spell** words in French by accurately pronouncing the letters and accent marks.
- **Understand** greetings, introductions, and short interactions among people.
- **Recognize** cultural norms and behaviors in the francophone world.
- **Greet** people appropriately in various social situations.
- **Identify** familiar objects and people.
- **Express** how many people and items there are.
- **Comprehend** the message of a short authentic ad using visuals and familiar context.
- **Identify** school supplies and familiar objects.
- **Identify** whether consonants at the end of a word are pronounced or silent.

- **Identify** people and objects related to academic life.
- **Identify** and reflect on stereotypes in my own and other cultures.
- **Describe** people, places, and things.
- **Understand** the gist of a conversation by listening for familiar words.
- **Identify** French cultural products and relate them to perspectives in my own and other cultures.

Standards:

Priority:

Interpersonal Communication

- Students can greet others, introduce themselves and others, exchange basic personal information, and participate in simple classroom interactions in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to greetings, introductions, classroom objects, and personal information.

Presentational Communication

- Students can present basic information about themselves, their classmates, and their classroom using simple sentences and appropriate vocabulary.

Cultural Understanding

- Students can identify cultural practices, perspectives, and aspects of identity within France and the Francophone world.

Language Structures and Vocabulary

- Students apply foundational vocabulary and grammar, including nouns and articles, subject pronouns, the verb **être**, adjective agreement, and numbers, to communicate meaning.

Supporting:

Language Learning Strategies

- Students use cognates, visuals, repetition, context clues, and communication strategies to improve comprehension and participation in French.

Cultural Connections

- Students explore French identity, diversity, and the role of the French language in communities around the world.

Acceptable Evidence:

Performance Tasks –

- **Greetings and Introductions Role-Play** – Participate in a conversation introducing yourself and others, exchanging basic personal information, and using appropriate courtesy expressions.
- **My Classroom Presentation** – Create and present a brief description of your classroom, school subjects, and common classroom objects.
- **Student Profile Project** – Create a personal profile including name, age, nationality, physical description, and interests using target vocabulary and grammar.
- **Classmate Interview** – Conduct an interview with a classmate and present information about that person to the class.
- **France and the Francophone World Presentation** – Research and present key information about a French-speaking country or region.

- **Describing People Task** – Describe family members, friends, or well-known figures using adjectives and appropriate grammatical structures.
- **Interpretive Reading or Listening Task** – Demonstrate understanding of an authentic text, video, or audio recording related to school life, greetings, or Francophone culture.
- **School Schedule Presentation** – Present a typical school day, including subjects, times, and daily routines using target language.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- **Vocabulary quizzes** on greetings, introductions, classroom objects, school subjects, family, and descriptive adjectives.
- **Grammar quizzes** assessing nouns and articles, subject pronouns, **être**, **avoir**, adjective agreement, and question formation.
- **Listening comprehension activities** using short dialogues and classroom interactions.
- **Reading comprehension activities** related to school life, family, and Francophone cultures.
- Exit tickets and quick **checks for understanding**.
- Guided **writing activities** about personal information, school, family, and friends.
- Workbook, classwork, and **online practice assignments**.
- Self-assessments and **reflections** on language growth and communication skills.
- Cultural **reflection activities** related to France, and the Francophone world.

Summative Assessments

- Unit 1 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Participate in greetings, introductions, and courtesy-expression **role-plays**.
- Conduct partner **interviews** to exchange personal information and introduce classmates.
- Practice **spelling names and words** using the French alphabet.
- Create a personal identity **profile** that includes age, birthday, nationality, and place of origin.
- **Label and describe classroom objects** and school subjects using French vocabulary.
- **Explore and compare school life** in France and other Francophone communities.
- Create and present a visual representation of a typical **school schedule**.
- **Use maps** to identify French-speaking countries, capitals, and regions around the world.
- Investigate aspects of French identity, diversity, and Francophone cultures through **authentic resources**.
- Participate in **interactive vocabulary games** and collaborative speaking activities focused on numbers, dates, classroom language, and personal information.

Instructional Strategies:

- Use **comprehensible input** supported by visuals, gestures, realia, and modeling to introduce greetings, introductions, classroom vocabulary, numbers, dates, and personal information.
- Facilitate **structured partner and small-group conversations** to develop interpersonal communication skills.
- Incorporate **daily vocabulary review and repetition** to build fluency with high-frequency words and expressions.

- Model and provide guided practice with foundational grammar, including **être**, adjectives, nouns, articles, and question formation.
- Use **interactive games, songs, and movement-based activities** to reinforce alphabet, number, and vocabulary acquisition.
- Integrate **authentic cultural resources** such as maps, videos, images, and short texts from the Francophone world.
- Employ **graphic organizers and visual supports** to strengthen vocabulary retention and cultural understanding.
- Implement **think-pair-share, information-gap activities, and interviews** to encourage meaningful communication.
- Use **frequent formative assessments** such as exit tickets, quick writes, and comprehension checks to monitor progress.
- Encourage students to apply **language-learning strategies** such as using cognates, context clues, repetition, and asking for clarification to support comprehension and communication.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – French 1A

Unit 2 – Academic Life

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- School schedules and daily activities can be discussed using specific French vocabulary and expressions.
- Time can be communicated using French conventions for telling time.
- Questions and negative statements follow specific grammatical patterns in French.
- The verb **avoir** and regular **-ER verbs** are commonly used to discuss school life and daily routines.
- School systems and educational experiences can vary across cultures.
- France and Québec have distinct cultural and educational traditions, including the importance of the **Baccalauréat (BAC)** in France.

Skills:

Students will be able to...

- **Understand** conversations about nationalities.
- **Talk** about school-related topics using cognates.
- **Identify** words and phrases related to academic life.
- **Identify** when the final consonants in French words are pronounced.
- **Understand** the secondary school systems in France and Canada.
- **Discuss** daily actions and activities.
- **Describe** a typical day in a French collège.

- **Identify** words and phrases related to daily activities.
- Accurately **pronounce** the “r” sound in French words.
- **Comprehend** authentic short conversations about courses and schedules.
- **Identify and reflect** on cultural products and practices related to school in my own and other cultures.
- **Express** basic feelings and needs.
- **Ask and answer** questions about time of day.
- Use background knowledge to **infer** and understand information in a reading.
- **Create a video** to introduce themselves and talk about school to francophone students.

Standards:

Priority:

Interpersonal Communication

- Students can exchange information about school schedules, classes, time, and daily activities using simple conversations in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to school life, schedules, time, and routines.

Presentational Communication

- Students can present information about their schedules, daily activities, and school experiences using appropriate vocabulary and grammatical structures.

Cultural Understanding

- Students can identify and compare aspects of school life in France and Québec, including the role of the Baccalauréat.

Language Structures and Vocabulary

- Students apply vocabulary related to school, schedules, and daily activities while using **avoir**, regular - **ER verbs**, question formation, and negation to communicate meaning.

Supporting:

Language Learning Strategies

- Students use context clues, visuals, repetition, and communication strategies to improve comprehension and participation in French.

Cultural Connections

- Students explore educational systems, traditions, and cultural perspectives in France and Québec.

Acceptable Evidence:

Performance Tasks –

- **My Schedule Presentation** – Create and present a school schedule and describe daily activities.
- **School Day Interview** – Interview a classmate about classes, schedules, and routines and present findings.
- **School Life Comparison Project** – Compare school experiences in France, Québec, and the United States.
- **Daily Routine Presentation** – Describe a typical weekday using appropriate vocabulary and verbs.
- **Interpretive School-Life Task** – Analyze an authentic French-language school schedule or school-related resource and demonstrate comprehension.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Listening and reading **comprehension activities**.
- **Quizzes** on vocabulary, use of avoir and -er verbs.
- Exit tickets and quick **checks for understanding**.
- Guided **writing activities** about schedules and routines.
- Workbook, classwork, and **online practice assignments**.
- Cultural **reflection activities**.
- **Self-assessments** and learning reflections.

Summative Assessments

- Unit 2 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Create and present a personal **school schedule**.
- Conduct **interviews** about classmates' schedules and daily routines.
- Practice telling time through **partner activities** and games.
- Compare a **typical school day** in France, Québec, and the United States.
- Interpret authentic school schedules, timetables, and school-related resources.
- Participate in **conversations about classes**, activities, and daily routines.

Instructional Strategies:

- Use **comprehensible input** supported by schedules, clocks, visuals, and real-world examples.
- Model and provide **guided practice** with **avoir**, regular **-ER verbs**, question formation, and negation.
- Facilitate **structured partner and small-group conversations** about school and routines.
- Incorporate **authentic resources** related to school life in France and Québec.
- Use graphic organizers and **visual supports** to reinforce vocabulary and grammar.
- Conduct **frequent formative checks** through exit tickets, quick writes, and oral comprehension activities.

Differentiation/Intervention/Enrichment Options:

- Tiered Activities:
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.

- **Enrichment:**

- Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
- Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – French 1A

Unit 3 – Family and Friends

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- How to describe family members, friends, pets, and occupations using specific French vocabulary and expressions.
- Descriptive and possessive adjectives agree with the nouns they modify.
- Prepositions of location and prepositional pronouns help describe where people, places, and objects are located.
- Numbers 61–100 are used to communicate quantities, ages, dates, and other information.
- Relationships within families and communities may vary across cultures.
- The Maghreb is an important French-speaking region with unique cultural and historical connections to the Francophone world.

Skills:

Students will be able to...

- invite and respond to invitations, and describe people, using cognates.
- identify words and phrases related to family, friends, and pets.
- distinguish how accent marks affect pronunciation and meaning of words.
- understand conversations about family and relationships.

- identify and reflect on cultural products and practices related to family life in my own and other cultures.
- describe people and things.
- express ownership and relationships.
- identify words and phrases related to descriptions and professions.
- understand how accent marks affect meaning and pronunciation in French.
- understand short conversations about people and locations.
- identify and reflect on cultural practices and perspectives around relationships in my own and other cultures.
- Identify and apply numbers up to a hundred in French.
- express locations of people, places, and things in relation to each other.
- understand information that describes people, cultural products and practices of Northern Africa and reflect on attitudes around them.

Standards:

Priority:

Interpersonal Communication

- Students can exchange information about family, friends, pets, occupations, and personal relationships in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to family life, occupations, and personal descriptions.

Presentational Communication

- Students can present information about themselves, their families, friends, and communities using descriptive language.

Cultural Understanding

- Students can identify cultural characteristics and perspectives of the Maghreb and its connection to the Francophone world.

Language Structures and Vocabulary

- Students apply vocabulary related to family, relationships, occupations, and pets while using descriptive adjectives, possessive adjectives, and prepositions of location to communicate meaning.

Supporting:

Language Learning Strategies

- Students use context clues, visuals, cognates, and communication strategies to improve comprehension and communication.

Cultural Connections

- Students explore the geography, cultures, and contributions of the Maghreb within the Francophone world.

Acceptable Evidence:

Performance Tasks –

- **Family and Friends Presentation** – Create and present a description of family members, friends, or pets.
- **My Loved Ones Project** – Develop and explain a visual of your circle of loved ones using relationship and descriptive vocabulary.

- **My Community Presentation** – Describe people and occupations in a community using location and descriptive language.
- **Maghreb Culture Project** – Research and present information about a country or cultural aspect of the Maghreb.
- **Interview Activity** – Conduct and present information gathered from a classmate about family, pets, and interests.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary and grammar **quizzes**.
- Listening and reading **comprehension activities**.
- Exit tickets and quick **checks for understanding**.
- **Guided writing activities** about family and relationships.
- Workbook, classwork, and **online practice assignments**.
- Cultural **reflection activities**.
- **Self-assessments** and learning reflections.

Summative Assessments

- Unit 3 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Create and share family and friends **visual product** using photos, drawings, or digital tools.
- Conduct **interviews** about family members, pets, occupations, and friendships.
- Participate in partner or **small group activities** describing people using physical and personality characteristics.
- **Use maps and images** to explore the geography and cultures of the Maghreb.
- Participate in info gap activities that require giving and interpreting location information.
- Compare family structures and traditions across Francophone cultures.
- Engage with authentic texts, images, and videos related to the Maghreb.

Instructional Strategies

- Use **comprehensible input** supported by visuals, family photos, maps, and graphic organizers.
- **Model** and provide guided practice with descriptive adjectives, possessive adjectives, and prepositions of location.
- Facilitate partner interviews and **collaborative speaking activities** focused on family and relationships.
- Incorporate **authentic cultural resources** from the Maghreb and the Francophone world.
- Use **interactive games** and vocabulary-building activities to reinforce numbers 61–100 and relationship vocabulary.
- Implement **think-pair-share, information-gap activities**, and presentations to strengthen communication skills.
- Conduct **frequent formative assessments** through exit tickets, quick writes, and comprehension checks.
- **Model** and encourage students to apply language-learning strategies such as cognates, repetition, context clues, and asking for clarification.

Differentiation/Intervention/Enrichment Options:

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