



French 1B

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Course Level:	Middle School
Grade:	8
Time/Credit:	47 minutes every day 1 credit
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School Board Approval:	

Central Bucks School District
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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 1B

Desired Results

Course Description: The French 1B course builds upon foundational skills developed in French 1A, continuing students' growth in listening, speaking, reading, and writing in the target language. Through thematic units, students expand their ability to communicate about everyday topics such as food, health, leisure activities, travel, celebrations, and clothing. They learn to express preferences, describe routines, discuss past events, and engage in conversations about personal and cultural experiences.

The course emphasizes real-world communication and cultural understanding, integrating explorations of diverse global communities where the target languages are spoken. Students reflect on cultural products, practices, and perspectives while developing language proficiency in meaningful contexts.

By the end of this course, students will be able to communicate about familiar topics in somewhat complex sentences and engage in novice-level conversations.

Prerequisite: Grade of C- or higher in level 1A

Students will be able to:

- Communicate in French about themselves, others, school, daily life, and personal interests.
- Exchange information about hobbies, leisure activities, and places in the community.
- Order food and beverages and engage in basic interactions in everyday settings.
- Describe people, clothing, seasons, and weather using appropriate vocabulary and language structures.
- Express plans and intentions using future-oriented language.
- Discuss celebrations, traditions, and cultural experiences in French-speaking communities.
- Describe and discuss past events and experiences using appropriate past-tense structures.
- Interpret and present information in spoken and written French on familiar topics.
- Compare cultural products, practices, and perspectives from different regions in France, Québec, the Maghreb, and other Francophone communities.
- Demonstrate increasing proficiency in listening, speaking, reading, and writing while communicating in a variety of real-world contexts.

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 1B – 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 Essentials	Weeks 1-9
Week 1: Vocabulary review	5 days
Week 2: Grammar review	5 days
Week 3: Communication review	5 days
Week 4: Reading strategies	5 days
Week 5: Listening strategies	5 days
Week 6: Writing review	5 days
Week 7: Present tense review	5 days
Week 8: Integrated practice	5 days
Week 9: Formative Assessments	5 days throughout the unit
Unit 4: Around Town	Weeks 10-18
Week 10: Places in town	5 days
Week 11: Directions	5 days
Week 12: Community locations	5 days
Week 13: Activities around town	5 days
Week 14: Transportation	5 days
Week 15: City navigation	5 days
Week 16: Francophone communities	5 days
Week 17: Formative Assessments	5 days throughout the unit
Week 18: Unit IPAs	5 days
Unit 5: Sports and Hobbies	Weeks 19-27
Week 19: Sports vocabulary	5 days
Week 20: Hobbies	5 days
Week 21: Weather	5 days
Week 22: Seasons	5 days
Week 23: Preferences	5 days
Week 24: Invitations and activities	5 days
Week 25: Cultural connections	5 days
Week 26: Formative Assessments	5 days throughout the unit
Week 27: Unit IPAs	5 days
Unit 6: Celebrations	Weeks 28-36
Week 28: Celebrations and holidays	5 days
Week 29: Clothing	5 days
Week 30: Colors and descriptions	5 days

Week 31: Special events	5 days
Week 32: Traditions	5 days
Week 33: Planning celebrations	5 days
Week 34: Francophone celebrations	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
 French 1B ISBN # 978-1-66993-027-3

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 1B

Preliminary Unit - French Essentials

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...

- Greetings, introductions, courtesy expressions, and classroom language are used to communicate in a variety of everyday situations.
- Numbers, dates, days of the week, and months are used to share personal and school-related information.
- The verbs **être** and **avoir**, along with regular **-er verbs**, are essential building blocks for communication in French.
- Questions, negation, adjectives, possessive adjectives, and prepositions help speakers express ideas more clearly.
- Family members, friends, pets, occupations, and school experiences can be described using specific French vocabulary.
- Language structures such as adjective agreement and possessive adjectives help convey relationships and descriptions accurately.
- France, Québec, the Maghreb, and other Francophone regions contribute to the diversity of the French-speaking world.
- School systems, family relationships, cultural traditions, and daily life may differ across Francophone communities.

- Language and culture are interconnected and provide insight into how people live, learn, and interact in French-speaking communities.
- Effective communication in French requires the integration of listening, speaking, reading, and writing skills that develop through meaningful practice.

Skills:

Students will be able to...

- Communicate basic information about themselves, their families, friends, school life, and daily activities in French.
- Ask and answer questions, describe people and objects, and express simple ideas using a variety of foundational vocabulary and grammar structures.
- Interpret and respond to familiar spoken and written French related to school, routines, relationships, and everyday situations.
- Use present-tense French to discuss personal information, schedules, interests, and experiences.
- Describe family members, friends, pets, occupations, and locations using appropriate vocabulary and descriptive language.
- Demonstrate an understanding of the cultures, geography, and diversity of France, Québec, the Maghreb, and the broader Francophone world.
- Engage in simple conversations and present information about familiar topics using listening, speaking, reading, and writing skills in French.

Standards:

Priority:

Interpersonal Communication

- Students can exchange information about themselves, their families, friends, school life, daily activities, and personal interests in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to everyday topics, relationships, school, and daily routines.

Presentational Communication

- Students can present information about familiar topics using foundational vocabulary and grammar learned throughout French 1A.

Cultural Understanding

- Students can identify and compare cultural practices, products, and perspectives from France, Québec, the Maghreb, and other Francophone communities.

Language Structures and Vocabulary

- Students apply foundational vocabulary and grammar, including **être**, **avoir**, regular **-er verbs**, adjective agreement, possessive adjectives, question formation, and expressions of location to communicate meaning.

Supporting:

Language Learning Strategies

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

Cultural Connections

- Students explore the geography, diversity, school systems, family life, and cultural traditions of the Francophone world.

Acceptable Evidence:

Performance Tasks –

- Portfolio Presentation – Create and present a personal profile including introductions, family, friends, school life, daily activities, and interests.
- Classmate Interview and Presentation – Conduct an interview with a classmate and present information about that person using vocabulary and grammar from throughout the course.
- Family and Community Showcase – Create and present a visual representation of family, friends, pets, occupations, and relationships using descriptive language.
- School Life Comparison – Compare school experiences in France or Québec with students' own experiences through a written, oral, or multimedia presentation.
- Daily Life Role-Play – Participate in a conversation that incorporates greetings, introductions, asking questions, discussing schedules, and describing daily activities.
- Interpretive Communication Tasks – Demonstrate understanding of an authentic French texts, videos, or audio resources and respond through written or spoken communication.
- Partner Conversation – Engage in an interpersonal conversation that requires students to introduce themselves, discuss school, describe people, and answer questions on familiar topics.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary and grammar **quizzes** covering key French 1A content
- **Listening comprehension activities** using familiar topics and classroom language
- **Reading comprehension activities** focused on school, family, friends, and daily life
- Exit tickets and quick **checks for understanding**
- Guided **writing activities** using French 1A vocabulary and grammar structures
- **Warm-up activities and bell ringers** reviewing previously learned content
- Partner and small-group **speaking practice activities**
- Workbook, classwork, and **online practice assignments**
- **Cultural reflection activities** related to France, Québec, the Maghreb, and the Francophone world
- **Self-assessments** and reflection activities on language growth and proficiency
- **Unit review** games, practice assessments, and cumulative checkpoints

Summative Assessments

- Reprise Unit Assessments

Suggested Learning Experiences and Instruction

Learning Experiences:

- Participate in review **conversations** about introductions, school, family, friends, daily activities, and personal interests.
- Create a **portfolio** highlighting key language and cultural learning from the unit.
- Conduct partner **interviews** and present information about classmates.
- Complete **review stations** that revisit vocabulary, grammar, and communication skills from each unit.
- **Compare aspects of life** in France, Québec, the Maghreb, and other Francophone communities.

- Engage with **authentic texts, videos, songs, and images** from the Francophone world.
- Create **visual projects** that describe family, school life, daily routines, and personal interests.
- Participate in **collaborative review games** and problem-solving activities using French.
- Reflect on language growth and **set goals** for French 1B.
- Demonstrate proficiency through integrated listening, speaking, reading, and writing activities.

Instructional Strategies:

- Use **comprehensible input** through visuals, gestures, realia, and authentic resources to reinforce previously learned content.
- Facilitate **structured interpersonal communication activities** such as interviews, information-gap tasks, and partner conversations.
- Incorporate **spiraled review** of vocabulary and grammar from all French 1A units.
- Use **guided practice and modeling** to reinforce foundational language structures and communication skills.
- Implement **collaborative learning strategies** such as think-pair-share, turn-and-talk, and cooperative group activities.
- Integrate **authentic cultural resources** to deepen understanding of Francophone cultures and perspectives.
- Use **graphic organizers, anchor charts, and visual supports** to organize and review key concepts.
- Provide **frequent formative assessments** through exit tickets, quick writes, comprehension checks, and self-assessments.
- **Encourage students to apply language-learning strategies** such as cognates, context clues, repetition, and circumlocution.
- **Differentiate instruction** through varied modes of input and opportunities for listening, speaking, reading, and writing practice.

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 1B

Unit 4 – Around Town

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...

- Places in a community and popular leisure activities can be described using specific French vocabulary.
- The verb **aller** is used to talk about where people go and activities they are going to do.
- Interrogative words are used to ask for information and engage in conversation.
- The verbs **prendre** and **boire** are commonly used when talking about food, beverages, and dining experiences.
- Partitive articles are used to express quantities of food and drink.
- Regular **-ir verbs** follow predictable conjugation patterns in the present tense.
- Cafés play an important role in French culture as places for social interaction and community life.
- French is spoken in regions beyond mainland France, including **La France d'outre-mer** (French overseas territories).
- Cultural practices, daily routines, and leisure activities vary across the French-speaking world.
- Language and culture are interconnected and provide insight into the lives and perspectives of Francophone communities.

Skills:

Students will be able to...

- understand conversations about places in town, food, and drinks.

- talk about errands and places around town.
- identify and correctly pronounce oral vowel sounds.
- understand short conversations about places around town.
- identify and reflect on cultural products and practices related to leisure.
- ask about the near future and say where people are going.
- ask and answer information questions.
- understand a report about the prices of drinks in a café.
- identify and use words related to café food and service.
- identify nasal vowels.
- understand short conversations about restaurant orders.
- identify and reflect on cultural products and practices related to eateries in their own and other cultures.
- discuss eating and drinking and express parts of a whole.
- express the actions of choosing, finishing, and succeeding.
- understand the gist of a conversation about food and activities.
- identify cultural products and practices of the French overseas departments and reflect on attitudes around them.
- understand unfamiliar words in a menu by making inferences.

Standards:

Priority:

Interpersonal Communication

- Students can exchange information about places in the community, leisure activities, food, beverages, and daily plans in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to community life, leisure activities, cafés, and everyday experiences.

Presentational Communication

- Students can present information about destinations, activities, food preferences, and leisure interests using appropriate vocabulary and grammatical structures.

Cultural Understanding

- Students can identify and compare cultural practices related to café culture and daily life in France and the French overseas territories.

Language Structures and Vocabulary

- Students apply vocabulary related to places around town, leisure activities, food, and beverages while using **aller**, **prendre**, **boire**, regular **-ir verbs**, interrogative words, and partitive articles to communicate meaning.

Supporting:

Language Learning Strategies

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

Cultural Connections

- Students explore the role of cafés, leisure activities, and the cultural diversity of **La France d'outre-mer** within the Francophone world.

Acceptable Evidence:

Performance Tasks –

- **A Day in Town Presentation** – Create and present an itinerary describing places around town, planned activities, and how to get there using **aller**.
- **Café Role-Play** – Participate in a simulated café interaction by ordering food and beverages and responding to questions from a server or customer.
- **Leisure Activities Survey** – Conduct a class survey about favorite leisure activities and present the results in French.
- **Community Guide Project** – Create a brochure, map, or digital presentation featuring places of interest and activities in a town or neighborhood.
- **French Café Menu Project** – Design a café menu and explain food and beverage choices using **partitive articles**, **prendre**, and **boire**.
- **La France d’Outre-Mer Presentation** – Research and present information about a French overseas region, highlighting its geography, culture, and daily life.
- **Destination Interview** – Engage in a conversation about where people go, what they do for fun, and their food and drink preferences.
- **Interpretive Communication Task** – Demonstrate understanding of an authentic menu, café advertisement, map, or community guide and respond through written or oral communication.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Vocabulary quizzes on places around town, leisure activities, food, and beverages
- Grammar assessments focused on **aller**, **prendre**, **boire**, regular **-ir verbs**, interrogative words, and partitive articles
- Listening comprehension activities using conversations about cafés, community activities, and daily plans
- Reading comprehension activities using menus, maps, advertisements, schedules, and short cultural texts
- Exit tickets and quick checks for understanding
- Guided writing activities about favorite activities, destinations, and food preferences
- Workbook, classwork, and online practice assignments
- Teacher observations during partner and small-group interactions
- Cultural reflection activities related to café culture and **La France d’outre-mer**
- Self-assessments and goal-setting reflections
- Matching, sorting, and categorization activities involving foods, beverages, locations, and leisure activities

Summative Assessments

- Unit 4 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore maps, photos, and virtual tours to identify and discuss places around town in French.
- Conduct surveys and interviews about favorite leisure activities and places to visit.
- Create and share itineraries describing where people go and what they do using **aller**.

- Interpret authentic French café menus and discuss food and beverage preferences.
- Participate in simulated café experiences to practice ordering and interacting in French.
- Compare café culture in France with food and dining customs in students' own communities.
- Research and present information about a French overseas territory (La France d'outre-mer).
- Create community maps, travel guides, or brochures featuring local attractions and activities.
- Read, view, and discuss authentic resources related to leisure activities, cafés, and Francophone communities.
- Engage in collaborative speaking activities focused on asking and answering questions about activities, destinations, and preferences.

Instructional Strategies:

- Use comprehensible input supported by visuals, maps, menus, photographs, and authentic resources.
- Model and provide guided practice with aller, prendre, boire, regular -ir verbs, interrogative words, and partitive articles.
- Incorporate role-playing and real-world scenarios related to cafés, community life, and leisure activities.
- Facilitate structured partner and small-group conversations to build interpersonal communication skills.
- Use graphic organizers, anchor charts, and sentence frames to support vocabulary and grammar development.
- Integrate authentic cultural materials such as menus, advertisements, videos, and travel resources from France and French overseas territories.
- Implement think-pair-share, information-gap activities, and collaborative problem-solving tasks to promote communication.
- Encourage students to use language-learning strategies such as cognates, context clues, repetition, and circumlocution.
- Differentiate instruction through multiple modes of input and output, including listening, speaking, reading, and writing.
- Monitor learning through frequent formative assessments, including exit tickets, quick writes, comprehension checks, and informal speaking assessments.

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, or 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 1B

Unit 5 – Sports and Hobbies

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...

- Sports, leisure activities, weather, seasons, and dates can be discussed using specific French vocabulary and expressions.
- The verb **faire** is used in many common expressions related to activities, sports, and weather.
- Irregular **-ir** verbs and spelling-change **-er** verbs follow unique conjugation patterns that are used in everyday communication.
- Numbers above 100 are used to communicate quantities, dates, distances, and other real-world information.
- Weather and seasonal conditions influence daily activities and recreational choices.
- Soccer is an important sport throughout many Francophone communities and reflects cultural traditions and identities.
- Major events such as **Le Tour de France** are significant cultural and sporting traditions in France.
- The regions of **Les Pays de la Loire**, **Le Centre-Val de Loire**, **La Normandie**, and **La Bretagne** have distinct geographic, historical, and cultural characteristics.
- Geography, climate, and regional traditions contribute to the diversity of the French-speaking world.
- Language and culture are interconnected and provide insight into the lifestyles and perspectives of Francophone communities.

Skills:**Students will be able to...**

- understand an invitation to do an activity and an exchange about ordering food.
- describe sports preferences using cognates.
- discuss leisure activities and how often people do them.
- appropriately use intonation to ask questions and react to statements.
- understand conversations about sports and other leisure activities.
- identify and reflect on cultural products and practices related to sports.
- discuss everyday activities including leaving, sleeping, and running.
- talk about seasons, dates, and weather.
- distinguish between open and closed vowel sounds.
- understand conversations about important dates and weather.
- identify and reflect on cultural products and practices related to leisure activities in their own and other cultures.
- talk about years and express large quantities.
- talk about bringing, buying, and sending things.
- identify key information from an audio recording of a weather forecast.
- explain how the weather influenced my plans.
- identify cultural products and practices of the Loire Valley and reflect on attitudes around them.
- identify and reflect on cultural products and practices of Normandy and Brittany.
- understand the information provided by a brochure.

Standards:Priority:**Interpersonal Communication**

- Students can exchange information about sports, leisure activities, weather, seasons, dates, and personal interests using simple conversations in French.

Interpretive Communication

- Students can understand the main idea and key details of familiar spoken and written French related to sports, recreation, weather, seasonal activities, and cultural traditions.

Presentational Communication

- Students can present information about hobbies, sports, weather conditions, seasonal preferences, and regional cultural topics using appropriate vocabulary and language structures.

Cultural Understanding

- Students can identify and compare cultural practices, traditions, and regional identities associated with soccer, **Le Tour de France**, and the regions of **Les Pays de la Loire**, **Le Centre-Val de Loire**, **La Normandie**, and **La Bretagne**.

Language Structures and Vocabulary

- Students apply vocabulary related to sports, leisure activities, weather, seasons, months, and numbers while using **faire**, expressions with **faire**, irregular **-ir verbs**, and spelling-change **-er verbs** to communicate meaning.

Supporting:**Language Learning Strategies**

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

Cultural Connections

- Students explore the significance of soccer, **Le Tour de France**, regional geography, and cultural traditions in the French-speaking world.

Acceptable Evidence:

Performance Tasks –

- **Sports and Leisure Presentation** – Create and present a profile of favorite sports and leisure activities, explaining preferences and participation using **faire** expressions and target vocabulary.
- **Weather and Seasons Forecast** – Deliver a weather report that includes seasons, temperatures, dates, and appropriate seasonal activities.
- **Le Tour de France Project** – Research and present information about the Tour de France, including its significance, route, and cultural impact.
- **Regional France Presentation** – Create a presentation highlighting the geography, culture, traditions, and attractions of **Normandy, Brittany, Pays de la Loire, or Centre-Val de Loire**.
- **Activity Planning Role-Play** – Engage in a conversation planning leisure activities based on weather conditions, seasons, and personal interests.
- **Sports Survey and Analysis** – Conduct a class survey about sports and hobbies and present the results using numbers above 100 when applicable.
- **Soccer in the Francophone World Project** – Research and present the importance of soccer in a Francophone country or region.
- **Interpretive Communication Task** – Analyze an authentic weather forecast, sports article, event advertisement, or tourism resource and demonstrate comprehension through written or spoken responses.
- **Seasonal Activities Brochure** – Create a travel or activity guide recommending sports and leisure activities for different seasons and regions of France.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary quizzes on sports, leisure activities, weather, seasons, months, and numbers 101+
- Grammar assessments focused on **faire**, expressions with **faire**, irregular **-ir verbs**, and spelling-change **-er verbs**
- Listening comprehension activities using weather forecasts, sports reports, and conversations about hobbies and leisure activities
- Reading comprehension activities using authentic texts such as event advertisements, weather reports, tourism materials, and sports articles
- Exit tickets and quick checks for understanding
- Guided writing activities about favorite sports, seasonal activities, and weather preferences
- Calendar and weather journal entries using target vocabulary and structures
- Workbook, classwork, and online practice assignments
- Teacher observations during partner discussions and collaborative activities
- Cultural reflection activities related to soccer, **Le Tour de France**, and the regions of Normandy, Brittany, Pays de la Loire, and Centre-Val de Loire
- Self-assessments and learning reflections on communication skills and cultural understanding
- Unit tests and common assessments covering vocabulary, grammar, interpretive communication, and cultural content
- Matching, categorization, and graphic organizer activities focused on leisure activities, weather conditions, seasons, and regional geography

Summative Assessments

- Unit 5 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Conduct surveys and interviews about favorite sports, hobbies, and leisure activities.
- Create and share weather forecasts using seasonal and weather-related vocabulary.
- Track weather patterns and seasonal changes using a class calendar or weather journal.
- Investigate the cultural importance of soccer in Francophone countries and share findings with classmates.
- Explore maps, videos, and images of **Normandy, Brittany, Pays de la Loire, and Centre-Val de Loire** and discuss regional characteristics.
- Research and present key facts about **Le Tour de France**, including its route, history, and significance.
- Read and interpret authentic weather reports, sports schedules, event advertisements, and tourism materials.
- Participate in conversations about favorite activities, sports, seasonal preferences, and weekend plans.
- Create travel or activity guides that recommend seasonal activities in different regions of France.
- Compare sports, recreation, and regional traditions in France with those in students' own communities.

Instructional Strategies:

- Use **comprehensible input** supported by visuals, maps, weather graphics, sports images, and authentic resources.
- Model and provide guided practice with **faire**, expressions with **faire**, irregular **-ir verbs**, and spelling-change **-er verbs** in meaningful contexts.
- Incorporate **structured partner and small-group conversations** focused on sports, leisure activities, weather, and seasons.
- Use **authentic materials** such as weather forecasts, sports articles, travel brochures, and videos from Francophone regions.
- Implement **information-gap activities, surveys, and interviews** to develop interpersonal communication skills.
- Utilize **graphic organizers, anchor charts, and sentence frames** to support vocabulary and grammar acquisition.
- Facilitate **cultural inquiry activities** exploring soccer culture, Le Tour de France, and the regions of Normandy, Brittany, Pays de la Loire, and Centre-Val de Loire.
- Provide opportunities for **interpretive practice** through listening and reading activities using authentic texts and media.
- Encourage students to use **language-learning strategies** such as cognates, context clues, repetition, and circumlocution.
- Monitor progress through **formative assessment practices** including exit tickets, quick writes, comprehension checks, and teacher observation.

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.

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Unit 6 - Celebrations

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...

- Parties, celebrations, and life events are important aspects of personal and cultural identity.
- Clothing and colors can be described using specific French vocabulary and expressions.
- **Demonstrative adjectives** are used to identify and point out specific people, places, and things.
- The **passé composé with avoir** is used to describe completed actions and events in the past.
- **Indirect object pronouns** help speakers communicate more efficiently by replacing nouns in a sentence.
- Regular and irregular **-re verbs** follow specific conjugation patterns that are used in everyday communication.
- Fashion plays an important role in French culture and influences trends around the world.
- **Le Carnaval** is a significant cultural celebration in many Francophone communities.
- Paris is an important cultural, historical, and artistic center of the French-speaking world.
- Language and culture are interconnected and provide insight into traditions, celebrations, and daily life in Francophone communities.

Skills:

Students will be able to...

- discuss plans, shopping, family, clothing, and colors using cognates.

- discuss celebrations and the stages of life.
- differentiate between open and closed sounds, and pronounce cognates correctly.
- understand conversations about parties and gifts.
- identify and reflect on cultural products and practices related to celebrations in their own and other cultures.
- refer and distinguish between nearby items.
- discuss past actions and events.
- identify and reflect on holiday traditions.
- describe and discuss clothing and accessories.
- understand how the position of vowels within words influences how they sound.
- understand conversations about shopping and clothing.
- identify and reflect on cultural products and practices related to fashion.
- discuss common, daily activities and avoid repetition when discussing previously mentioned people and animals.
- discuss driving, waiting, laughing, and other common actions.
- understand a conversation about clothing.
- identify cultural products and practices of Paris and reflect on attitudes around them.
- understand important information found on a poster.
- interview a classmate about fashion influences and respond to questions about their own, using visual examples.

Standards:

Priority:

Interpersonal Communication

- Students can exchange information about celebrations, life events, clothing, fashion, and past experiences in French.

Interpretive Communication

- Students can understand the main idea and key details of spoken and written French related to celebrations, fashion, cultural traditions, and personal experiences.

Presentational Communication

- Students can present information about celebrations, stages of life, clothing preferences, and past events using appropriate vocabulary and grammatical structures.

Cultural Understanding

- Students can identify and compare cultural practices and perspectives related to **Le Carnaval**, fashion, and life in Paris and other Francophone communities.

Language Structures and Vocabulary

- Students apply vocabulary related to celebrations, life events, clothing, colors, and fashion while using **demonstrative adjectives, indirect object pronouns, -re verbs**, and the **passé composé with avoir** to communicate meaning.

Supporting:

Language Learning Strategies

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

Cultural Connections

- Students explore the cultural significance of **Le Carnaval**, French fashion, and the historical and cultural influence of Paris.

Acceptable Evidence:

Performance Tasks –

- **Celebration Presentation** – Create and present information about a celebration, holiday, or life event in a Francophone culture.
- **Fashion Show Project** – Describe clothing, colors, and fashion choices in a live or digital presentation.
- **Past Event Narrative** – Write or present a description of a past celebration or memorable event using the **passé composé with avoir**.
- **Le Carnaval Cultural Project** – Research and present the traditions, history, and significance of Carnaval in a Francophone region.
- **Paris Travel Guide** – Create a brochure, presentation, or digital guide highlighting important cultural and historical sites in Paris.
- **Shopping Role-Play** – Participate in a conversation about selecting, describing, and purchasing clothing items.
- **Life Stages Timeline** – Create and present a timeline describing significant stages and events in a person's life.
- **Interpretive Communication Task** – Analyze an authentic article, advertisement, fashion catalog, or cultural resource and demonstrate comprehension through written or oral responses.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary quizzes on clothing, colors, celebrations, and stages of life
- Grammar assessments focused on **demonstrative adjectives**, **indirect object pronouns**, **-re verbs**, and the **passé composé with avoir**
- Listening comprehension activities related to celebrations, shopping, and personal experiences
- Reading comprehension activities using authentic texts, advertisements, and cultural resources
- Exit tickets and quick checks for understanding
- Guided writing activities about celebrations, clothing, and past events
- Workbook, classwork, and online practice assignments
- Teacher observations during partner and small-group communication activities
- Cultural reflection activities related to Carnaval, fashion, and Paris
- Self-assessments and learning reflections

Summative Assessments

- Unit 6 IPAs

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore celebrations and traditions from the Francophone world through videos, images, and authentic texts.
- Participate in fashion-themed activities describing clothing, colors, and personal style preferences.
- Create timelines of important life events and stages of life.
- Research and discuss the history and traditions of Le Carnaval.
- Examine authentic French fashion magazines, advertisements, and online catalogs.

- Explore landmarks, neighborhoods, and cultural attractions in Paris through virtual tours and maps.
- Practice describing past celebrations and experiences using the *passé composé*.
- Engage in role-plays involving shopping for clothing and preparing for special events.
- Compare celebrations and fashion trends in Francophone cultures with students' own experiences.
- Create visual projects highlighting Parisian culture, fashion, or celebrations.

Instructional Strategies

- Use comprehensible input supported by visuals, clothing items, photographs, maps, and authentic resources.
- Model and provide guided practice with demonstrative adjectives, indirect object pronouns, -re verbs, and the *passé composé* with *avoir*.
- Facilitate structured partner and small-group conversations about celebrations, life events, clothing, and fashion.
- Incorporate authentic cultural resources such as fashion magazines, advertisements, travel guides, and videos about Paris and Carnaval.
- Use role-playing and real-world scenarios related to shopping, celebrations, and social events.
- Implement graphic organizers, timelines, and visual supports to reinforce vocabulary and grammar concepts.
- Engage students in cultural inquiry activities exploring fashion, festivals, and life in Paris.
- Provide opportunities for interpretive communication through authentic readings, videos, and advertisements.
- Encourage students to use language-learning strategies such as cognates, context clues, repetition, and circumlocution.
- Monitor progress through formative assessment practices, including exit tickets, quick writes, comprehension checks, and teacher observation.

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)
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 - 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.

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