

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**World Language**

**MS French (Grades 7-8)**

## Course Description

**At the middle school level, French 1 is a two year program providing an introduction to French to absolute beginners, focusing on the 4 key areas of foreign language study: speaking, reading, writing, and understanding spoken Spanish. Students will be exposed to a wide range of thematic vocabulary units and basic grammatical structures. Additionally, students will be able to discuss and explore the cultures of several French-speaking countries.**

### **PreK-12 STANDARD 1 Interpersonal Communication**

Students will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.

### **PreK-12 STANDARD 2 Interpretive Communication**

Students will understand and interpret ideas and information written or spoken in a language other than English.

### **PreK-12 STANDARD 3 Presentational Communication**

Students will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.

### **PreK-12 STANDARD 4 Cultures**

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.

### **PreK-12 STANDARD 5 Linguistic Comparison**

Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own.

### **PreK-12 STANDARD 6 Cultural Comparison**

Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

### **PreK-12 STANDARD 7 Connections**

Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

### **PreK-12 STANDARD 8 Communities**

Students will use languages other than English within and beyond the school setting.

### **Communication**

Students use the skills of listening, speaking, reading, and writing.

### **Cultures**

Students gain knowledge and understanding of other cultures.

### **Comparisons**

Students develop insight into the nature of language and culture by comparing their own language and culture with another.

### **Connections**

Students make connections with other subject areas and acquire information.

### **Communities**

Students participate in communities



<b>Concepts</b>	<b>Students Will be Able To:</b>	<b>Key Activities May Include:</b>
<b>Getting To Know You (Faisons connaissance)</b>	Say the alphabet Know the letter sounds Count to 100 Say hello and goodbye Introduce yourself and say where you are from Introduce friends, family, and relatives Say how old you are and find out someone else's age (definite and indefinite)	⇒ <b>Independent Assignments</b> ⇒ <b>Partner Work</b> ⇒ <b>Group Work</b> ⇒ <b>Accessing Technology Games</b>
<b>Everyday Life (La Vie courante)</b>	Order snacks and beverages in a cafe Ask about prices and pay for your food and drink Tell time Give the date and the day of the week Talk about the weather	⇒ <b>Listening:</b> -audio equipment -conversations -TPR activities
<b>Daily Activities (Qu'est-ce qu'on fait?)</b>	Describe some of your daily activities Say what you like and do not like to do Ask and answer questions about where others are and what they are doing Invite friends to do things with you Politely accept or turn down an invitation (ER verbs, pronouns, adverbs, être; negation, question words, faire, verb + infinitive)	⇒ <b>Reading:</b> -reading comprehension assignments -CLOZE activities  ⇒ <b>Writing:</b> -pen pal letters -emails
<b>Personal Belongings and Descriptions (Le monde personnel et familial)</b>	Talk about yourself: your personality and what you look like Describe your friends and how old they are Describe your room Talk about everyday objects Describe these objects (avoir, adjective agreement, placement of adjectives)	⇒ <b>Speaking:</b> -skits -presentations -dialogues -conversations
<b>In Town (En ville)</b>	Describe your city, its public buildings, and places of interest Ask for and give directions Talk about the various places you go to during the week and on weekends Describe your your home Discuss your future plans and say what you are going to do Talk about your friends and their families (aller, de contractions, à contractions, aller +infinitive, venir, stress pronouns, possessive adjectives, possession with de)	

<b>Concepts</b>	<b>Students Will be Able To:</b>	<b>Key Activities May Include:</b>
<b>Shopping</b> <b>(Le shopping)</b>	Name and describe the clothes you wear Discuss style Shop for clothes and other items Talk about money Make comparisons Point out certain people or objects to your friends Talk about wants and needs (stem-changing verbs, demonstrative adjectives, quel, mettre, regular ir verbs, irregular adjectives, regular re verbs, imperative)	⇒ <b>Independent Assignments</b> ⇒ <b>Partner Work</b> ⇒ <b>Group Work</b> ⇒ <b>Accessing Technology Games</b>  ⇒ <b>Listening:</b> -audio equipment -conversations -TPR activities
<b>Free Time</b> <b>(Le temps libre)</b>	Discuss your weekend activities Talk about individual summer and winter sports Describe your vacation and travel plans Describe what you did and where you went yesterday, last week, or last summer (avoir expressions, passe compose, negatives)	⇒ <b>Reading:</b> -reading comprehension assignments -CLOZE activities
<b>Food and Meals</b> <b>(Les repas)</b>	Talk about your favorite foods Describe the different meals of the day Prepare a shopping list and do the grocery shopping Order a meal in a restaurant Set the table Ask people to do things for you (vouloir, prendre, partitive, boire, pouvoir, devoir, connaître, direct object pronouns, indirect object pronouns, dire, écrire)	⇒ <b>Writing:</b> -pen pal letters -emails  ⇒ <b>Speaking:</b> -skits -presentations -dialogues -conversations

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

### Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

### Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

