

# Kingsway Regional School District



*Committed to Excellence*

<b>Course Name: French 1B</b>	
<b>Prerequisite: French 1A</b>	<b>Grade Level(s): 8</b>
<b>Department: World Language</b>	<b>Credits: .5</b>
<b>BOE Adoption Date: October 2016</b>	<b>Revision Dates: October 2021</b>

## Course Description and Outcomes

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting.

In French I, the students work at the Novice-Mid proficiency level within three important modes: interpretive, interpersonal, and presentational while emphasizing the interrelationship between the language and its respective culture. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The French I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title: French IB

Prerequisite(s): French 1A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p><b>Unit 1: The past and how it affects our future</b></p>	<p>2</p>	<p><b><u>Novice-Mid Proficiency Level</u></b></p> <p><b><u>Interpretive Mode</u></b>            7.1.NM.IPRET.1            7.1.NM.IPRET.2            7.1.NM.IPRET.3            7.1.NM.IPRET.4</p> <p><b><u>Interpersonal Mode</u></b>            7.1.NM.IPERS.1            7.1.NM.IPERS.2            7.1.NM.IPERS.3.            7.1.NM.IPERS.4            7.1.NM.IPERS.5</p> <p><b><u>Presentational Mode</u></b>            7.1.NM.PRSNT.1            7.1.NM.PRSNT.2            7.1.NM.PRSNT.3            7.1.NM.PRSNT.4</p>	<p>Students will be able to use their knowledge gained in French 1A to complete various activities</p>	<p>I can conjugate various ER and irregular verbs in the present tense <b>(DOK1)</b></p> <p>I can responde to various personal questions and questions regarding daily information <b>(DOK4)</b></p>
<p><b>Unit 2: A l'école</b></p>	<p>10</p>	<p><b><u>Novice-Mid Proficiency Level</u></b></p> <p><b><u>Interpretive Mode</u></b>            7.1.NM.IPRET.1            7.1.NM.IPRET.2            7.1.NM.IPRET.3            7.1.NM.IPRET.4</p> <p><b><u>Interpersonal Mode</u></b>            7.1.NM.IPERS.1            7.1.NM.IPERS.2            7.1.NM.IPERS.3.</p>	<ol style="list-style-type: none"> <li>Students will be able to talk about where individuals are going</li> <li>Students will be able to label places in a town.</li> <li>Students will be able to form the contraction between the definite article and the preposition à.</li> <li>Students will be able to create a video in the target language that</li> </ol>	<p>I can compare my school experience to that of students in Francophone countries. <b>(DOK2)</b></p> <p>I can describe people &amp; classes using the irregular verb, <i>etre</i>. <b>(DOK3)</b></p> <p>I can form questions using specific interrogative adjectives and the phrase <i>est-ce que</i>. <b>(DOK3)</b></p> <p>I can tell where people are going using</p>

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		7.1.NM.IPERS.4 7.1.NM.IPERS.5  <u><b>Presentational Mode</b></u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	describes their school and their school day.  5. Students will be able to write an email in which they speak about the subjects they prefer and why they prefer them  6. Students will be able to give reasons for going to specific places  7. Students will be able to respond to basic questions	the irregular verb, <i>aller</i> . <b>(DOK4)</b>  I can talk about my school experience in the target language. <b>(DOK4)</b>  I can talk about things that are in my town and where people are going. <b>(DOK4)</b>  I can write an email to a French speaking student about my school day, discuss the classes and teachers that I have. <b>(DOK4)</b>  I can create a video about my experience at Kingsway Middle School in the target language <b>(DOK4)</b>
<b>Unit 3:</b> <b>Le Weekend Ensemble</b>  <b>Weekend Activities</b>	12	<u><b>Novice-Mid Proficiency Level</b></u> <u><b>Interpretive Mode</b></u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4  <u><b>Interpersonal Mode</b></u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5  <u><b>Presentational Mode</b></u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	1. Students will be able to provide a reason, make plans, and set the time and place to do something.  2. Students will be able to talk about soccer in France.  3. Students will be able to talk about what one wears to do certain activities, as well as describe the color of these pieces of clothing.  4. Students will be able to use the futur proche ( <b>aller + infinitive</b> ) in order to talk about what they or others are going to do.  5. Students will be able to order food and drinks in a café.	I can recognize the importance of the cafe in French society. <b>(DOK1)</b>  I can name various French athletes and actors/actresses. <b>(DOK1)</b>  I can indicate whether I am thirsty or hungry. <b>(DOK2)</b>  I can label clothing (DOK1)  I can recognize the importance of soccer in the French culture and compare it to that of the USA. <b>(DOK 3)</b>  I can tell what you wear while participating in various sports and activities. <b>(DOK3)</b>

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			<p>6. Students will be able to ask for and pay for a bill.</p> <p>7. Students will compare restaurants in France and the USA, as well as discuss the importance of the café to French culture.</p> <p>8. Students will be able to conjugate the verb <b>prendre</b> and its derivatives in the present tense.</p> <p>9. Students will be able to make and respond to predictions.</p> <p>10. Students will be able to discuss the history of French cinema and talk about some famous French actors/actresses.</p> <p>11. Students will be able to use the interrogative adjective <b>quel</b> in all forms.</p> <p>12. Students will be able to conjugate the verb <b>voir</b> in the present tense</p>	<p>I can tell what people are going to do by using the near future tense &amp; the verb <i>aller</i>. <b>(DOK4)</b></p> <p>I can form questions using the interrogative adjective <i>quel</i>. <b>(DOK3)</b></p> <p>I can tell what people see using the irregular verb <i>voir</i>. <b>(DOK3)</b></p> <p>I can describe things by color. <b>(DOK3)</b></p> <p>I can read and listen to dialogues in the target language and respond to comprehension questions. <b>(DOK4)</b></p> <p>I can order food and drinks at a cafe using the verb <i>prendre</i> and ask for the bill. <b>(DOK4)</b></p> <p>I can create a partner dialogue in which we create a menu, we visit a café, order, and pay. <b>(DOK4)</b></p>
<p><b>Unit 4: Paris: La Ville de Lumière</b></p>	<p>2-3</p>	<p><b><u>Novice-Mid Proficiency Level</u></b></p> <p><b><u>Interpretive Mode</u></b>  7.1.NM.IPRET.1  7.1.NM.IPRET.2  7.1.NM.IPRET.3  7.1.NM.IPRET.4</p> <p><b><u>Interpersonal Mode</u></b>  7.1.NM.IPERS.1  7.1.NM.IPERS.2</p>	<p>1. Students will be able to research an important Parisian monument and present relevant information regarding the moment to the class</p> <p>2. Students will be able to locate various Parisian monuments on a map of Paris.</p>	<p>I can research a historical monument in Paris <b>(DOK1)</b></p> <p>I can create a multimedia presentation about a Parisian monument, stating the important relevant information. <b>(DOK4)</b></p> <p>I can analyze a French metro map and determine how to get to various locations around Paris. <b>(DOK4)</b></p>

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		7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5  <u><b>Presentational Mode</b></u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	3. Students will look at a French metro map and decide how to get to various French monuments	I can say at least 5 sentences in the target language about the monument that I researched. <b>(DOK4)</b>
<b>Unit 5:</b> <b>Les Gens que je connais</b>  <b>(The people that I know)</b>	9-10	<u><b>Novice-Mid Proficiency Level</b></u>  <u><b>Interpretive Mode</b></u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4  <u><b>Interpersonal Mode</b></u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5  <u><b>Presentational Mode</b></u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	1. Students will be able to ask what someone is like and talk about their family members.  2. Students will be able to talk about their pets.  2. Students will be able to point out physical resemblances.  3. Students will be able to talk about Martinique and locate Martinique on a map.  4. Students will be able to use possessive adjectives.  5. Students will be able to talk about their age, as well as ask about and talk about the age of others.  6. Students will be able to plan a birthday party.  7. Students will be able to conjugate <b>IR verbs</b> , as well as the irregular IR verb <b>offrir</b> in the present tense.	I can give my birthday and dates in general in French. <b>(DOK1)</b>  I can identify family members and relations. <b>(DOK2)</b>  I can identify various animals in French. <b>(DOK2)</b>  I can identify at least 4 Francophone countries in Africa. <b>(DOK2)</b>  I can identify at least 3 professions in which my knowledge of French would benefit me. <b>(DOK2)</b>  I can ask what someone is like and describe people physically. <b>(DOK2)</b>  I can compare & contrast birthday celebrations in Francophone countries. <b>(DOK2)</b>  I can ask and tell the ages of myself and others. <b>(DOK2)</b>  I can indicate ownership and relations using possessive adjectives. <b>(DOK2)</b>

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			<p>8. Students will be able to state the months and give the date in French.</p> <p>9. Students will be able to talk about their birthdays.</p> <p>10. Students will be able to ask what someone’s profession is and talk about their potential future professions.</p> <p>11. Students will be able to talk about various professions in which being multilingual is required/beneficial.</p> <p>11. Students will be able to state various African women writers and discuss French-speaking Africa</p> <p>12. Students will be able to use <i>c’est</i> and <i>il/elle est</i> correctly.</p> <p>13. Students will be able to conjugate the verb <b>venir</b> and its derivatives in the present tense.</p> <p>14. Students will be able to form the contraction with the preposition <b>de</b> and the definite article.</p>	<p>I can form sentences using -IR Verbs. <b>(DOK3)</b></p> <p>I can differentiate the usage of <i>c’est</i> vs. <i>il/elle est</i> in descriptions. <b>(DOK3)</b></p> <p>I can tell where myself and others are from using the irregular verb <i>venir</i>. <b>(DOK3)</b></p> <p>I can ask what someone’s profession is and talk about what I want to be when I am an adult <b>(DOK4)</b></p> <p>I can create a presentation in which I tell where people are coming from and what people just did using the verb <i>venir</i> and the preposition <i>de</i> <b>(DOK4)</b></p>