



Course Name: Language Acquisition 1B (7th Grade)	Teacher: Moore	School Year: 2022-2023
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Summary This semester-long course serves as the foundation to acquiring French. From topics like shopping, cooking, and developing healthy habits students will develop communicative skills in the areas of listening, reading, writing, and speaking. Students will explore these topics through storytelling, class discussions, and reading activities. Students will gain knowledge and insight into the cultures of various countries that use French.

Unit Title: *Bonjour!* (Hello)

Summary: Students will be able to interact in French, asking and answering some basic questions to meet and get to know others.

Unit Length (weeks): Approx. 3-4

Anticipated Dates: Aug. 24-Sept. 16

**Priority
Standards**

- 1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (**Interpersonal mode Novice Mid**).
 - a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences.
 - b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases.
 - c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions.
- 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (**Interpretive mode Novice Mid**).
 - a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts.

	b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 2.1 Identify practices to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. 2.2 Identify products to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range.
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	b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.
Statement of Inquiry (MYP) / Guiding Question	• How widely is French used in the world, on the Internet, and in my community? • How do I begin and maintain a simple conversation when meeting a French speaker? • What strategies will help me communicate in French as I begin to acquire the language?
Essential Vocabulary	Greetings and introductions: <i>bonjour, au revoir</i> Classroom directions: <i>Expressions pour la salle de classe</i> Days, dates, and numbers: <i>le calendrier</i>
Curriculum Resources (Textbooks, novels, labs, music, etc.)	EntreCultures 1A, Unité préliminaire (online textbook) Bloggers videos introducing vocabulary Quizlet, Kahoot!, Quizizz, Blooket
Performance Tasks	Interpretive Listening - Fill out a chart about different people as they introduce themselves. Interpersonal - Ask and answer questions to get to know someone. Interpretive Reading- Identify Cognates from an ad for summer camp

Unit Title: <i>L'identité</i> (Identity) Summary: A person's identity has many sides. A person may be a student, athlete, artist, and a volunteer. In this unit, students will learn to talk with French speakers about who you are and start to develop another aspect of their identity: bilingual	Unit Length (weeks): Approx. Anticipated Dates: Sept.20- Oct. 7
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(trilingual) communicators connecting across cultures.	
Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid). a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 2.1 Identify practices to help understand perspectives in the target cultures and the student's own. (Novice Mid)

	a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. 2.2 Identify products to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.
Statement of Inquiry (MYP) / Guiding Question	• Who am I? How does what I do define who I am? • How do I exchange information about my identity and that of others? • What are cultural similarities and differences between myself and others in a Francophone community?
Essential Vocabulary	Phrases to express identity Adjectives to describe a person Verbs to describe interests and activities

Curriculum Resources (Textbooks, novels, labs, music, etc.)	EntreCultures 1A, Unité 1 (online textbook) Explorer - online workbook Bloggers videos introducing vocabulary Quizlet, Kahoot!, Quizizz, Blooket
Performance Tasks	Interpretive Listening: Watch video clips about two different French speakers and summarize what is understood. Interpersonal: Write an email to introduce yourself to one of the exchange students, following the instructions in Explorer. Presentational: Create a video Blog introducing yourself that you will share with your classmates.

Unit Title: <i>A l'école</i> (At school) Summary: When meeting young people who speak French, students will want to talk about their life at school. In this unit, Hamid will share his school experiences in Algeria through his video blogs. Learning about schools and education in other cultures will help students understand how to make students new to the community feel comfortable in school.		Unit Length (weeks): Approx. 4 Anticipated Dates: Oct. 10- Nov. 11
Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). - Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. - Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. - Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid). - Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts.	

	b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
Statement of Inquiry (MYP) / Guiding Question	• How is student life at my school similar to and/or different from student life in a Francophone country? • How do courses and schedules reflect the educational values of a community? • Which places, people, and activities define student life?
Essential Vocabulary	Classroom supplies School subjects Verbs to discuss activities in school Expressions to give time
Curriculum Resources (Textbooks, novels, labs, music, etc.)	EntreCultures 1A, Unité 2 (online textbook) Explorer - online workbook Bloggers videos introducing vocabulary Quizlet, Kahoot!, Quizizz, Blooket
Performance Tasks	Interpretive Reading: Compare the class schedule with yours. Interpersonal Assessment: Exchange information about school schedules. Presentational: Create a video or visual presentation about your school, classes, and activities.

Unit Title: <i>La vie en famille</i> (Family Life) Summary: Family and traditions make us unique and define who we are. Often when you meet new people, you want to talk about those closest to you and the things you do together. In this unit, you will meet Jeanne from southwest France, who will introduce you to her family through her video blog. You will also hear from other bloggers who will introduce you to their families.	Unit Length (weeks): Approx. 5 Anticipated Dates: Nov. 14 - Dec. 16
Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid). a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

	c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 2.1 Identify practices to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. 2.2 Identify products to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.
Statement of Inquiry (MYP) / Guiding Question	• Who are the members of a family? • Which attributes and interests do family members share? • Which places and activities bring families together in our culture and in Francophone cultures?

Essential Vocabulary	Expressions for describing members of a family Adjectives to describe physical characteristics Numbers up to 100 Phrases to express possession and age Parts of a house Adverbs
Curriculum Resources (Textbooks, novels, labs, music, etc.)	EntreCultures 1A, Unité 3 (online textbook) Explorer - online workbook Bloggers videos introducing vocabulary Quizlet , Kahoot!, Quizizz, Blooket
Performance Tasks	Interpretive Listening: Watch a video about students and compare them. Interpersonal: Ask and answer questions about your family with a partner. Presentational: Create a digital photo album about your family.

Unit Title: Novel 1- Secret Agents Summary: Students will be able to understand the main idea and some details of a novel they read and listen to.		Unit Length (weeks): Approx. 4 Anticipated Dates: Oct. 17- Nov. 17
Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). - Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. - Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. - Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid).	

	a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
Statement of Inquiry (MYP) / Guiding Question	• How does reading a story connect to our lives? (wants, descriptions, family) • How does narrative affect how we connect with others? (similarities, differences)
Essential Vocabulary	See attached list
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Books in target language Glossary in each book Word wall for key vocabulary Students' notebooks for vocabulary, concepts, storyboards
Performance Tasks	INTERPRETIVE: Summary of key parts of the story (by chapter or cumulative) PRESENTATIONAL: Elements of story - characters, setting, plot, rising action, etc

Unit Title: Special Person Summary: Students will be able to participate in an interview providing information about themselves and soliciting information about their classmates.	Unit Length (weeks): 14 On-going throughout the semester
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Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid). a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources. 1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
Statement of Inquiry (MYP) / Guiding Question	● Getting to know our classmates builds community, identity, and a sense of belonging. ● Who am I? Who are my classmates? How does knowing others help me know myself?

Essential Vocabulary	French Version
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Student Resources: Question and Answer Guide French Formative: Writing corrections Paper/Pencil - Students take notes, review, practice with classmates
Performance Tasks	Interpretive Listening: Listen to a student profile in target language and respond to comprehension questions Simple True False Presentational: Students write in target language all that they can remember from the class discussion about the specific student French

Unit Title: Independent Reading Summary: Students will be able to select level-appropriate and interesting texts that they are able to read independently.		Unit Length (weeks): 14 On-going throughout the semester
Priority Standards	1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (Interpersonal mode Novice Mid). a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences. b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases. c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions. 1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (Interpretive mode Novice Mid). a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts. b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts. c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources.	

	1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (Presentational mode Novice Mid). a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 2.1 Identify practices to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range. d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range. 2.2 Identify products to help understand perspectives in the target cultures and the student's own. (Novice Mid) a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range. b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range. c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range.
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	d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.
Statement of Inquiry (MYP) / Guiding Question	• How can reading increase our fluency? • How does reading increase knowledge?
Essential Vocabulary	Varies based on student choice (high frequency words, previously studied vocabulary, Sweet-16 verbs, and other level 1 vocabulary themes)
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Classroom Libraries: novels, magazines, EPIC online, Newsela
Performance Tasks	Interpretive Reading: Students keep a regular reading journal in which they track their new vocabulary, story events, character development, facts, and make personal connections. Dual Entry Reading Journal

**Content and pacing has been submitted at the beginning of the 2022-2023 school year and is subject to change based on need, pacing, and/or professional judgment.*