

**Randolph Township Schools
Randolph Elementary Schools**

**French Grade 3-5
Curriculum**

“One language sets you in a corridor for life. Two languages open every door along the way.”
-Frank Smith, Psycholinguist

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Curriculum from
Middlebury Integrated Languages

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**Randolph Township Schools
Department of World Languages**

French Grades 3-5

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the State's Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Course Description

This introductory French course provides a fun, interactive experience for a student's first exposure to the French language. The content for each unit is based on an authentic story, tale or legend from French-speaking culture. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low-stress environment; get comfortable with the sounds and rhythms of French; learn simple French phrases; begin to read, speak and listen for meaning in French; and recognize distinctive practices and products of French-speaking culture.

Course length: 16 units divided into two semesters. Each semester includes 45 days of content.

Suggested pacing: Three times per week

Materials: None

Prerequisites: None

Overall Course Objectives

The Elementary 3-5 French 1 course helps students:

- Engage in language learning
- Understand and produce common vocabulary terms and phrases
- Interpret meaning from authentic stories and songs
- Compare cultural practices and perspectives of French-speaking communities
- Regularly assess progress through quizzes and speaking submissions

Recurring Content

Authentic Stories

- Each unit begins with an authentic story presented entirely in French that introduces key vocabulary and a cultural theme. These stories originate from French-speaking stories and are tales from France, Vietnam, Algeria, French Guiana, East Africa and French West Indies. Each story is animated in an engaging style to keep students' interest, and students are presented with simple questions to help them confirm their understanding of each story. Transcripts are also provided of the story with English translations.

Vocabulary Theme

- Each unit introduces a new set of an average of ten vocabulary words and phrases pertaining to a particular story. Vocabulary is presented and highlighted in a contextualized setting within each lesson and then is further practiced in various interactive games and activities. A printable vocabulary list is also provided.

Pronunciation

- Pronunciation is emphasized throughout each lesson. The recurring presence of audio examples helps demonstrate how to say specific words and phrases. Students are able to listen to native speakers, record themselves, and compare their recording with the native speaker's pronunciation. Activities throughout the unit provide additional practices for students to improve their pronunciation skills.

Demonstration of Culture through Culture Lessons

- In each unit, students learn about various cultural aspects (e.g. practices, products, and perspectives) of French speakers through videos and activities.

Speaking Activities

- Students complete and submit speaking activities in each unit. These activities give students a chance to become more familiar with French speaking patterns by applying them in communicative situations.

Authentic songs

- In each unit, students are also presented with an authentic song on the theme of the unit which reinforces their comprehension of the vocabulary and language structures presented in the course.

Assessments

- Vocabulary quizzes verify that students understand the key vocabulary words presented in the unit.
- End-of-unit tests assess students' understanding of French vocabulary and simple phrases.

Elementary 3-5 French 1: Scope & Sequence

Unit	Theme	Can do Statements	Authentic Story	Origin	Culture	Phrases	Vocabulary (French)
1	Greetings Salutations	<p>I can greet others.</p> <p>I can ask for someone's name.</p> <p>I can ask how s/he is doing.</p>	<p>Little Red Riding Hood Le Petit Chaperon rouge</p>	France	<p>French Greetings</p> <p>Polite forms</p>	<p>Je m'appelle...</p> <p>Comment t'appelles-tu ?</p> <p>Comment ça va ?</p> <p>S'il te plaît.</p>	<p>1. Bonjour</p> <p>2. Bonsoir</p> <p>3. Salut</p> <p>4. Au revoir</p> <p>5. À bientôt</p> <p>6. Je m'appelle...</p> <p>7. Comment t'appelles-tu ?</p> <p>8. Comment ça va ?</p> <p>9. Ça va bien, merci.</p> <p>10. S'il te plaît</p>
2	Numbers Les chiffres	<p>I can count from one to ten.</p> <p>I can tell you how old I am.</p> <p>I can say my telephone number.</p>	<p>Diamonds and Toads Les diamants et crapauds</p>	France	<p>Counting in French</p> <p>The telephone numbers</p>	<p>J'ai ans.</p> <p>Mon numéro de téléphone est...</p>	<p>1. Zéro</p> <p>2. Un</p> <p>2. Deux</p> <p>3. Trois</p> <p>4. Quatre</p> <p>5. Cinq</p> <p>6. Six</p> <p>7. Sept</p> <p>8. Huit</p> <p>9. Neuf</p> <p>10. Dix</p>

3	Family <i>La famille</i>	<p>I can recognize family words.</p> <p>I can introduce my family</p> <p>I can tell who lives in my home.</p>	<p>Les deux frères</p> <p><i>The two brothers</i></p>	Algeria	The Francophone family	<p>J'ai un / une ...</p> <p>Mon / Ma ____ vit à la maison.</p> <p>Mon / Ma ____ ne vit pas à la maison.</p>	<ol style="list-style-type: none"> 1. La mère 2. Le père 3. Le frère 4. La soeur 5. Le grand-père 6. La grand-mère 7 L'oncle 8. La tante 9. Le cousin 10. La cousine 11. La famille
4	Body <i>Les parties du corps</i>	<p>I can name different parts of my body</p> <p>I can say what part of my body hurts</p> <p>I can recognize body words</p>	<p>La belle et la bête</p> <p><i>The Beauty and the Beast</i></p>	France	French non-verbal communication	<p>J'ai mal à / aux _____.</p> <p>J'ai _____.</p>	<ol style="list-style-type: none"> 1. La tête 2. Le visage 3. Les yeux 4. Le nez 5. La bouche 6. L'oreille 7. Les mains 8. Les jambes 9. Les bras 10. Les pieds

5	Animals <i>Les animaux</i>	<p>I can identify different animals.</p> <p>I can name my favorite animal.</p> <p>I can name what animal I like and I don't like.</p>	<p>La queue des animaux</p> <p><i>The Animal's Tails</i></p>	East Africa	French animal sounds	<p>J'aime les ____ .</p> <p>Je n'aime pas les ____ .</p> <p>Mon animal préféré est ____ .</p>	<ol style="list-style-type: none"> 1. Le chien 2. Le chat 3. Le cheval 4. Le lion 5. Le cochon 6. L'éléphant 7. L'écureuil 8. Le lapin 9. L'oiseau
6	Colors <i>Les couleurs</i>	<p>I can name different colors</p> <p>I can name my favorite color.</p> <p>I can tell you what colors I like and I don't like.</p>	<p>Comment les couleurs virent aux oiseaux</p> <p><i>How the Birds Got Their Colors</i></p>	French Guiana	The Francophonie	<p>Ma couleur préférée est le / l' ____ .</p> <p>J'aime le / l' ____ .</p> <p>Je n'aime pas le / l' ____ .</p>	<ol style="list-style-type: none"> 1. Rouge 2. Jaune 3. Bleu 4. Vert 5. Orange 6. Violet 7. Blanc 8. Noir 9. Marron 10. Rose

7	Days of the week <i>Les jours de la semaine</i>	<p>I can name the days of the week.</p> <p>I can tell you what today is.</p> <p>I can tell you what yesterday was.</p> <p>I can tell you what tomorrow will be.</p>	Les deux bossus <i>The two Hunchbacks</i>	France – Brittany	Daily schedule in France	<p>Aujourd'hui, c'est ____ .</p> <p>Demain, ce sera ____ .</p> <p>Hier, c'était ____ .</p> <p>Je vais à la / au ____ .</p> <p>Je suis allé(e) à la / au ____ .</p> <p>Je ne vais pas à la / au ____ .</p> <p>Je ne suis pas allé(e) à la / au ____ .</p>	<ol style="list-style-type: none"> Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche Un jour Une semaine Un mois
8	Review Unit						
9	Calendar <i>Les mois</i>	<p>I can name the twelve months of the year.</p> <p>I can say what month we are now.</p> <p>I can say what month is my birthday.</p>	La belle au bois dormant <i>Sleeping Beauty</i>	France	Francophone holidays	<p>Mon anniversaire est en ____ .</p> <p>Nous sommes en ____ .</p>	<ol style="list-style-type: none"> Janvier Février Mars Avril Mai Juin Juillet Août Septembre Octobre Novembre Décembre

10	Weather / Seasons <i>La température et les saisons</i>	I can describe the weather. I can name the four seasons of the year. I can describe the season.	Les quatre saisons <i>The Four Seasons</i>	France	Weather expressions	Il fait _____. En _____, il _____. Quel temps fait-il ?	1. L'hiver 2. Le printemps 3. L'été 4. L'automne 5. Les saisons 6. La pluie 7. La neige 8. Le soleil 9. Le vent 10. Chaud(e) 11. Froid(e)
11	Clothes <i>Les vêtements</i>	I can talk about clothes I can say what clothes I am wearing. I can say what clothes I have and what I don't have.	Le chat botté <i>Puss in Boots</i>	France	Traditional Francophone clothing	J'ai un J'ai des ... Je n'ai pas de Qu'est-ce que tu portes ? Je porte un / une ... Je ne porte pas de	1. Le pantalon 2. La chemise 3. Le chemisier 4. La robe 5. La jupe 6. Les chaussures 7. Le pull / Le gilet 8. La veste 9. Le pyjama 10. Les bottes

12	Food <i>La nourriture</i>	<p>I can recognize food items.</p> <p>I can tell you what I want to eat.</p> <p>I can tell you what I like and what I don't like to eat.</p>	Ti Pocame <i>Little Pocame</i>	French West Indies	Traditional Francophone cuisine	<p>Je veux manger ____ .</p> <p>Je veux boire ____ .</p> <p>J'aime manger ____ .</p> <p>Je n'aime pas manger ____ .</p> <p>J'ai boire ____ .</p> <p>Je n'aime pas boire ____ .</p> <p>Qu'aimes-tu manger ?</p>	<ol style="list-style-type: none"> 1. Les bonbons 2. L'orange 3. La viande 4. Le poisson 5. La banane 6. Les légumes 7. Les fruits 8. Le lait 9. L'eau 10. Le pain 11. Le jus
13	Home <i>La maison</i>	<p>I can talk about the rooms in the house.</p> <p>I can tell you about my home.</p> <p>I can say talk about where I live.</p>	Les trois petits cochons <i>The Three Little Pigs</i>	France	Francophone houses	<p>Dans ma maison, il y a ____ .</p> <p>J'habite une ____ maison.</p> <p>Je ____ dans ____.</p>	<ol style="list-style-type: none"> 1. La maison 2. Le lit 3. La chaise 4. La salle de bains 5. La cuisine 6. La chambre 7. Le jardin 8. La porte 9. La fenêtre 10. La table

14	School / Classroom <i>L'école</i>	I can talk about my classroom. I can recognize classroom items. I can say what I have in my backpack.	Les deux amis <i>The Two Friends</i>	Vietnam	The French schools	Dans ma classe, il y a _____. Dans mon sac à dos, il y a _____.	1. L'école 2. Le professeur 3. L'ami / L'amie 4. Le pupitre 5. Le crayon 6. Le cahier 7. Le livre 8. Les crayons de couleur 9. Le sac à dos 10. La recreation
15	Professions <i>Les métiers</i>	I can name different jobs. I can tell you where people work. I can tell you what I want to be when I grow up.	Le roi tisserand <i>The Weaver King</i>	Algeria	The Griot	Le / La _____ travaille à _____. Je veux être _____	1. Le pompier 2. Le boulanger 3. Le policier 4. Le danseur 5. L'artiste 6. Le musicien 7. Le docteur 8. L'infirmier 9. L'avocat 10. Le scientifique 11. La caserne 12. L'hôpital Le laboratoire L'atelier Le studio Le poste de police
16	Final Week - Review and Test						