

# FRENCH I

LENGTH OF TIME: 90 minutes daily per semester (PHS)  
46 minutes daily per year (PALMS)

GRADE LEVEL: 8-12

## COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
  - a. Utilize the system of sound-letter correspondences.
  - b. Demonstrate the ability to use/comprehend appropriate vocabulary.
  - c. Exhibit the ability to formulate/comprehend sentences, questions, commands, and paragraphs.
  - d. Use basic grammatical structures correctly.
  - e. Differentiate intonation patterns.(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)  
(PA Academic Stds 1.1, 1.2, 1.4, 1.5, 1.6, 1.7.)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Stds 1.1, 1.2, 1.6)
3. Develop the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
5. Recognize the importance of technology as a resource too, reinforcement/enrichment tool, and for production of oral or written work. (FL Standards 3.1, 5.1, 5.2)
6. Explain the significance of and create a model of a cultural concept of the language studied. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.2) (PA Academic Stds 1.1, 1.5, 1.6, 1.8.)

## RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

## RELATED NATIONAL FOREIGN LANGUAGE STANDARDS:ACTFL

Communication 1.1, 1.2, 1.3  
Cultures 2.1, 2.2

Connections 3.1, 3.2

Comparisons 4.1, 4.2

Communities 5.1, 5.2

#### PERFORMANCE ASSESSMENTS (Integrated):

At the conclusion of level I, students will demonstrate achievement showing the progression from Novice-Low towards Novice-Mid as defined in the ACTFL guidelines. Students will be able to:

1. Identify in the target language, concrete categories of words by labeling the object or picture-flash cards in oral and written activities: (Course Standards 1,2,3,5)
  - numbers 0 – 1000
  - days of the week
  - months of the year
  - colors
  - description of weather
  - classroom objects
  - spare-time activities/sports
  - telling time
  - school subjects
  - alphabet
2. Provide basic autobiographical information in the target language by introducing yourself through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
  - name
  - place of origin
  - place of residence
  - age
  - birth date
  - common likes and dislikes
  - school subjects
3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during an interview with another student in oral and written form: (Course Standards 1,2,3,5)
  - name
  - place of origin
  - place of residence
  - age
  - birth date
  - common likes and dislikes
  - school subjects
4. Minimally sustain face-to-face conversations by participating in written and oral role-plays: (Course Standards 1, 2, 3,5)
  - greet and bid farewell
  - introduce self
  - ask and answer questions about personal information (What's your name? Where are you from? Where do you live? What do you study in school? What do you like to do?)
  - survival situations (shopping)
5. Recognize the importance of foreign language skills by listing careers where foreign language proficiency is beneficial. (Course Standards 4)
6. Explain the significance of and create a model of a cultural concept of the language studied. (Course Standards 2, 6)

## DESCRIPTION OF COURSE:

Emphasis in modern foreign language is on effective oral and written communication. The student will be introduced to the four language skills of listening, speaking, reading, and writing. The student will also develop a cultural awareness and the study skills needed to promote optimal learning. A variety of activities and materials will foster growth in the areas of pronunciation, vocabulary, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

## TITLES OF UNITS:

1. Chapitre préliminaire: preliminary chapter 6 weeks
  - A. Culture
    - 1) le monde francophone
    - 2) why learn French
  - B. Communication
    - 1) names
    - 2) alphabet
    - 3) classroom commands
  - C. Vocabulary
    - 1) classroom commands
  - D. Structure
    - 1) accent marks
2. Chapitre 1: Allez, viens à Poitiers 6 weeks
  - A. Culture
    - 1) the city of Poitiers
    - 2) greetings and gestures
    - 3) tu/vous differentiation
  - B. Communication
    - 1) greet people
    - 2) ask and answer how people are
    - 3) ask and answer one's name and age
    - 4) express likes and dislikes and preferences about things
    - 5) express likes and dislikes and preferences about activities
  - C. Vocabulary
    - 1) greetings
    - 2) giving names
    - 3) giving age
    - 4) things liked and disliked
    - 5) activities liked and disliked
  - D. Structure
    - 1) subject pronouns
    - 2) definite articles
    - 3) present tense -er verbs
    - 4) verb phrases
    - 5) negatives
    - 6) forming questions with voice inflection and est-ce que
3. Chapitre 2: Vive l'école 6 weeks
  - A. Culture
    - 1) education system
    - 2) 24 hour time

- B. Communication
    - 1) agreeing and disagreeing
    - 2) asking and giving information
    - 3) asking and giving opinions
  - C. Vocabulary
    - 1) school courses/schedules
    - 2) days of week
    - 3) time phrases
    - 4) opinions
    - 5) agreement/disagreement vocabulary
  - D. Structure
    - 1) si/oui
    - 2) verb avoir
    - 3) avoir phrases
    - 4) telling time
    - 5) liaison
4. Chapitre 3: Tout pour la rentrée 6 weeks
- A. Culture
    - 1) shopping
    - 2) monetary systems of francophone countries
  - B. Communication
    - 1) making and responding to requests
    - 2) asking others what they need and telling what you need
    - 3) telling what you would like and what you would like to do
    - 4) getting someone's attention
    - 5) asking for information
    - 6) expressing thanks
  - C. Vocabulary
    - 1) classroom objects
    - 2) school supplies
    - 3) colors
    - 4) prices
    - 5) shopping vocabulary
    - 6) objects that can be bought in a store
  - D. Structure
    - 1) indefinite articles
    - 2) il faut structure
    - 3) verb acheter
    - 4) ce chart
    - 5) qu'est-ce que
    - 6) adjective agreement
    - 7) verb voudrais
5. Chapitre 4: Allez, viens à Québec 6 weeks
- A. Culture
    - 1) Quebec
    - 2) Metric system
  - B. Communication
    - 1) telling how much you like or dislike something
    - 2) exchanging information

3) making, accepting, and turning down suggestions

C. Vocabulary

- 1) sports
- 2) leisure activities
- 3) weather
- 4) months and seasons
- 5) making, accepting, declining suggestions
- 6) adverbs of frequency

D. Structure

- 1) pronoun “on”
- 2) à and de contractions
- 3) verb jouer
- 4) verb faire
- 5) using adverbs

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving

MATERIALS:

1. Allez, viens I, Demado, John and D’Uffeau, Emmanuel, Holt, Rinehart and Winston, 1996
2. CD’s/tapes to accompany texts
3. Slides, videos
4. Computer software
5. Miscellaneous realia
6. Magazines
7. Supplemental materials - texts, maps, etc.
8. Teacher made materials - flashcards

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Retesting as appropriate
3. Peer tutoring
4. Academic tutorial
5. IST, resource room
6. Guest speakers

7. Field trips
8. Interdisciplinary units
9. Teaching of study skills: test taking, study, note taking, organizational
10. Independent reading
11. Technology

#### PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, audio and/or video tapes of student performances, and traditional vocabulary and unit tests. Showcase portfolio must include at least one entry from the following two categories:

1. One complete chapter performance assessment (oral proficiency questions, written and taped role plays, grading sheet, rubrics, etc.)
2. One cultural enrichment project (including reaction sheet, rubric, report, and project evidence).

#### METHODS OF EVALUATION:

1. Quizzes
2. Tests
3. Oral proficiency
4. Notebooks
5. Classwork and participation
6. Homework
7. Performance assessments - projects, presentations, charts, maps, posters, etc.

#### INTEGRATED ACTIVITIES:

1. Concepts
  - subject pronouns
  - present tense conjugations
  - vocabulary
  - pronunciation and intonation
  - culture of the target language
  - word order and sentence structure
  - study skills
  - adjectives
2. Communication (spoken or written form)
  - correct pronunciation and intonation
  - use of thematic vocabulary
  - dialogues or monologues
  - questions and answers (who, what, when, where, why)
3. Thinking/Problem Solving
  - formation of questions and use of appropriate responses (who, what, when, where, why)
  - use of appropriate sentence structure according to the situation (questions/statements/negatives)

4. Application of Knowledge
  - use of information to create dialogues, monologues
  - use of information to understand realia
  - subject/verb agreement
  - completion of assigned oral proficiency activities/assessments
5. Interpersonal Skills
  - sensitivity to cultural differences
  - cooperative learning groups (paired/group activities)

#### **RELATED FOREIGN LANGUAGE STANDARDS:**

##### Communication

- 1.1 Students engage in conversation to provide and obtain information
- 1.2 Students understand and interpret written and spoken language on variety of topics
- 1.3 Students present information to listeners or readers on a variety of topics

##### Cultures

- 2.1 Student understands practices and perspectives of the culture
- 2.2 Student understands relationship between products and perspectives of the culture

##### Connections

- 3.1 Students reinforce knowledge of other disciplines through foreign language
- 3.2 Students recognize distinctive viewpoints available through foreign language and culture

##### Comparisons

- 4.1 Students demonstrate understanding through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding through comparisons of the culture studies and their own

##### Communities

- 5.1 Students use the language both within and beyond the school setting
- 5.2 Students show evidence of life-long learner and use for personal enjoyment and enrichment