

FRENCH I CURRICULUM

Revised September 2011

FRENCH I

I. COURSE DESCRIPTION

In French I, students will be introduced to the basics of the French language. Students will learn basic vocabulary, common expressions, and the fundamentals of grammar and pronunciation in order that they can converse on a variety of subjects, such as, family, school, and leisure activities. Students will read simple texts in French, write short paragraphs about familiar topics, and develop their ability to understand spoken French. French I will also introduce students to the various countries, customs, and traditions which comprise the Francophone world.

Successful completion of French I fulfills the one-year of World Language study required by the New Jersey Department of Education.

II. COURSE OBJECTIVES

NJSLS 7.1: World Languages

Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A: Interpretive Mode

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.NM.A.1)

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (7.1.NM.A.2)

Recognize a few common gestures and cultural practices associated with the target culture. (7.1.NM.A.3)

Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics (7.1.NM.A.5)

Strand B: Interpersonal Mode

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. (7.1.NM.B.1)

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)

Imitate appropriate gestures and intonation of the target culture language during greetings, leave-takings, and daily interactions. (7.1.NM.B.3)

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. (7.1.NM.B.5)

Strand C: Presentational Mode

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. (7.1.NM.C.1)

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits (7.1.NM.C.2)

Copy/write words, phrases, or simple guided texts on familiar topics (7.1.NM.C.3)

Present information from age- and level- appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)

Name and label tangible cultural products and imitate cultural practices from the target cultures. (7.1.NM.C.5)

III. METHODS OF STUDENT EVALUATION

Students will be evaluated using the following assessments:

- a. Quizzes and tests (written, listening and oral)
- b. Class Participation Rubric
- c. Homework
- d. Individual student reports (oral &/or written)
- e. Projects (posters, multimedia presentations, etc.)
- f. Notebook
- g. Prepared dialogue/skit performances
- h. Logical following of directions/comprehension of spoken French
- i. Final Exam

IV. TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE

TEXTBOOK: Allez, viens! Level 1

Edition: 2009

Publisher: McDougal-Holt (formerly Holt, Rinehart and Winston)

WORKBOOKS: Cahier d'activités. Allez, viens ! Level 1

Travaux pratiques de grammaire. Allez,viens ! Level 1

SOFTWARE : Audio CD Program. Allez, viens ! Level 1

DVD Tutor. Allez,viens! Level 1

OTHER MATERIALS :

1) A variety of culturally authentic texts for interpretive reading tasks will also be used. Among these texts are:

- Advertisements from a target country publication (print or online)
- Brochures
- Calendars and schedules
- Childrens' stories and poems related to novice contexts
- Directions
- ID cards
- Maps
- Menus
- Movie Schedules
- Online weather reports
- Report cards
- Simple biographies from a target culture magazine (print or online)
- Simple letters &/or e-mail correspondence
- Sports schedules
- Stories/songs
- Student Schedules

2) Culturally authentic texts for interpretive listening/viewing tasks may include:

- Commercials from television, radio, Internet
- Simple interviews, conversations, or surveys related to Novice content
- Podcasts/videocasts
- Songs related to Novice content
- Video clips
- Full-length films

V. INSTRUCTIONAL STRATEGIES

A variety of teaching strategies will be used in this course. Instruction will center around the grammar, vocabulary, expressions and everyday situations presented in the textbook. Reading, listening, writing and speaking exercises will stem from this material thereby providing meaningful practice for all learning styles.

Instructional strategies used in this course include:

- Teacher modeling of pronunciation and proper rhythm of speech
- Paired practice
- Role playing
- Projects
- Discussion
- Independent practice
- Natural Approach
- Password/Language Ladders
- Gouin Series
- TPR
- TPR Storytelling
- Interviews
- Cloze Tasks
- Continuums
- Interactive Language Tasks
- Cultural Presentations
- Read & Retell
- Literature, History and Storytelling
- Cooperative Learning
- Brainstorming
- Problem Solving
- Reflective Thinking
- Field Experience
- Free Writing

VI. SCOPE AND SEQUENCE
KEY **I = Introduced** **D = Developed** **R = Reinforced**

SKILL TO BE LEARNED	I	D	R
Demonstrate some accuracy in pronunciation and intonation of spoken French	X		
Respond to and initiate simple statements and exchanges , such as greetings, introductions, and leave-taking	X		
Generate and respond to short messages, such as, invitations, suggestions, recommendations, directions, etc.	X		
Express basic personal needs	X		
Express opinions, reactions, and courtesy using short phrases and simple sentences	X		
Respond appropriately to common classroom commands	X		
Ask and answer basic questions about personal interests, such as, likes/dislikes, school, schedules, and leisure-time activities.	X		
State personal preferences on topics such as favorite school subjects, leisure-time activities, foods, etc.	X		
Describe daily routines and actions in the present tense.	X		
Identify cultural characteristics of French, such as formalities, levels of politeness, and formal/informal language	X		
Compare differences in language structure between French and English, such as, formal/informal address, word order/placement, gender of nouns, and agreement of adjectives	X		
Identify and use cognates to assist in understanding simple, authentic texts	X		
Identify and locate countries where French is spoken on a world map	X		
Identify significant monuments, products, and people synonymous with France and the French language	X		
Demonstrate knowledge and appreciation of the French culture through food, music, and the arts.	X		
Compare and contrast customs, holidays and traditions from the student's own culture with French culture	X		
Identify similarities between the student's own culture and French culture	X		
Identify the use of French within the student's own community and/or daily life	X		

VII. PACING CHART

****Marking Period 1****

CHAPITRE PRELIMINAIRE

1. Francophone countries – names and location
2. Reasons to study and benefits of studying French
3. Numbers 0-20
4. The French alphabet
5. Accent and spelling marks
6. Classroom commands
7. Studying tips

CHAPITRE UN

1. Greeting people and saying good-bye
2. Asking how people are and telling how you are
3. Asking someone's name and giving yours
4. Asking someone's age and giving yours
5. Expressing likes, dislikes and preferences about things
6. The definite articles "le, la, l' & les"
7. Introduction of concepts of gender & number
8. Expressing likes, dislikes and preferences about activities
9. Using the conjunctions "et, mais & ou" to express more complex ideas
10. Subject pronouns
11. Using "tu" and "vous" appropriately
12. Conjugation of the verb "aimer" / Conjugation of regular -er verbs

CHAPITRE DEUX

1. Comparing and contrasting French and American schools and grade levels
2. School subjects
3. Telling which school subjects one likes, dislikes or prefers
4. Agreeing and disagreeing
5. Using si instead of oui to contradict a negative statement
6. Asking for and giving information about one's school schedule
7. Describing when using "le matin, l'après-midi, aujourd'hui, demain, and maintenant"
8. The verb "avoir"
9. Forming the negative of verbs
10. The days of the week
11. Using "le" + a day of the week to describe a repeated action
12. Numbers 21-59
13. Telling at what time one has class

14. Asking for and expressing opinions using “Comment trouves-tu...”
15. Giving an opinion using “C’est + adjective”

****Marking Period 2****

CHAPITRE DEUX EXPANSION (Teacher-prepared Handouts)

1. Expansion of “avoir” – using avoir to talk about physical state (hungry, thirsty, cold, hot, afraid, right, wrong)
2. Common pets / animals.
3. Asking and telling if one has a pet
4. Identifying immediate family members & friends (grand-mère, grand-père, mère, père, oncle, tante, soeur, frère, ami, amie, copain, copine)
5. Using the possessive adjectives “my” and “your”

CHAPITRE TROIS

1. Common nouns associated with school
2. Using indefinite articles
3. Making and responding to requests for things using “avoir”
4. Asking others what they need and telling what you need using “Il me faut..”
5. Expressing what one does not have using “pas de”
6. Telling what one would like using “je voudrais”
7. Shopping for various items of clothing, accessories, electronics & books/music
8. Demonstrative adjectives
9. Colors and agreement of colors; placement of adjectives of color
10. Numbers 60-999
11. Understanding French currency – the euro
12. Asking and giving a price
13. Getting someone’s attention
14. Expressing and responding to thanks

CHAPITRE QUATRE

1. Using jouer + à to talk about games and sports
2. Using faire + de to talk about other activities
3. Telling how much you like or dislike something using adverbs “bien, beaucoup, surtout, pas tellement, pas beaucoup and pas du tout”
4. Asking yes/no questions using “est-ce que”
5. Conjugation of the verb “faire”

6. The pronoun “on”
7. Asking what someone is doing or likes to do using “qu’est-ce que”
8. Weather expressions -- asking about and describing the weather
9. The months of the year
10. Word order for writing the date (expansion of months lesson); giving one’s birthday
11. The seasons of the year; using the prepositions “en or au” to tell in which season
12. Expressing the temperature using degrees Celsius
13. Explaining the role of the “Maison des jeunes” in French life (MJC)
14. Making, accepting, and turning down suggestions
15. Using adverbs of frequency to tell how often you do something
16. Using “ne...jamais” to tell what you never do
17. Using “quand” to tell when one does various activities

****Marking Period 3****

CHAPITRE QUATRE EXPANSION (Teacher-Prepared Handouts)

1. Jouer + de + musical instruments
2. Expansion of –regular er verb conjugation
3. Introduction of regular –re verbs
4. Introduction of regular –ir verbs

CHAPITRE 5

1. Making suggestions using the pronoun “on”
2. Inviting someone by using “Est-ce que tu veux...”
3. Making excuses (Concentration on “Je dois...”)
4. Saying that you are hungry and telling what you would like to eat
5. Saying that you are thirsty and telling what you would like to drink
6. The verb “prendre”
7. Telling what one is “having” at a café using “prendre”
8. Recommending a food or drink to someone using the imperative of “prendre”
9. The imperative of regular –er verbs and “faire”
10. Ordering in a French café; asking questions about the menu
11. Making requests using “apportez-moi” and “donnez-moi”
12. Inquiring about and expressing likes and dislikes about food/drinks
13. Asking for and paying the check

****Marking Period 4******CHAPITRE SIX**

1. Weekend activities
2. Asking about a friends's plans for the weekend and telling what you are going to do
3. The irregular verb "aller"
4. Places in the town/city
5. Saying that you are going to a place using contractions with "à + definite article"
6. Talking about future plans using the "futur proche"
7. Extending and responding to invitations
8. Accepting and refusing invitations
9. Asking what one wants to do using the verb "vouloir"
10. Conjugation of the irregular verb "vouloir"
11. Information questions words (Quand, Où, Avec qui, A quelle heure)
12. Arranging to meet someone

CHAPTER 7 (ETAPE 1 & Teacher-Prepared Handouts)

1. The irregular verb "être"
2. Saying where one is (ici, là, là-bas, en ville, en classe, à + city name)
3. The preposition "chez" + stress pronouns
4. (if time remaining) Basic furniture vocab (lit, table, lampe, etc) & the rooms in the house. Practice saying where people & things are using "être"

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VII. STUDENT HANDOUT

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Successful completion of French I fulfills the one-year of World Language study required by the New Jersey Department of Education.

PROFICIENCIES

The New Jersey Department of Education has set the following standard for World Language programs:

NJCCCS 7.1: World Languages

Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

In accordance with NJCCCS 7.1, French I students will become proficient in the following skills:

1. Demonstrate some accuracy in pronunciation and intonation of spoken French.
2. Respond to and initiate simple statements and exchanges such as greetings, introductions, and leave-taking.
3. Generate and respond to short messages such as invitations, suggestions, recommendations, directions, etc.
4. Express basic personal needs.
5. Express opinions, reactions, and courtesy using short phrases and simple sentences.
6. Respond appropriately to common classroom commands.
7. Ask and answer basic questions about personal interests, such as likes/dislikes, school schedules, and leisure-time activities.
8. State personal preferences on topics such as favorite school subjects, leisure-time activities, foods, etc.
9. Describe daily routines and actions in the present tense.

10. Identify cultural characteristics of the language such as formalities, levels of politeness, and formal/informal language.
11. Compare differences in language structure between French and English regarding formal/informal address, word placement/order, and gender of nouns.
12. Identify and use cognates to assist in understanding simple, authentic texts in French.
13. Identify and locate countries where is French is spoken on a world map.
14. Identify significant monuments, products, and people synonymous with France and the French language.
15. Demonstrate knowledge and appreciation of French culture and influence in the fields of food, music, theater, film, and art.
16. Compare and contrast customs, holidays and traditions from the student's own culture with those of French culture.
17. Identify similarities between the student's own culture and French culture.
18. Identify the use of French within the student's own community and/or daily life.