

French I

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

GRADE LEVEL: 8-12

DESCRIPTION OF COURSE:

Emphasis in modern world 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.

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 Common Core Standards 1.1, 1.2, 1.3, 1.4, 1.5)
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 Common Core Standards 1.2, 1.3, 1.4)
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 Common Core Standards 1.2, 1.3, 1.4, 1.5)

RELATED PA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

- 1.1 Foundational Skills
- 1.2 Reading informational text
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

RELATED 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 – 100
 - classroom objects
 - colors
 - sports
 - greetings and farewells
 - feelings and emotions
 - telling time
 - people nouns
 - free time activities
 - subjects in school
 - weather
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
 - address/email address
 - favorites (food, sport, color, class)
 - birth date
 - common likes and dislikes
 - feelings
 - age
 - activities (what, how often)
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
 - address/email address
 - birth date
 - common likes and dislikes
 - feelings
 - age

- favorites (food, sport, color, class) • activities (what, how often)
4. Provide information in the target language through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
 - feelings and emotions
 - activities in each class
 - location of classes
 - place of residence
 - describe interests/activities of friends and self
 - location of classroom items
 - objects in a backpack
 - activities after school and on weekends
 - place of origin
 5. Minimally sustain face-to-face conversations on a variety of topics 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 like to do? What do you and your friends like to do on the weekends? What classes do you have? What classes interest you?)
 - survival situations (shopping, responding to and giving commands)
 - Likes and Dislikes
 6. Recognize the importance of foreign language skills by listing careers where foreign language proficiency is beneficial. (Course Standard 4)
 7. Research and explain, through a written report, a cultural concept of the language studied. In addition, create a model to accompany the written report that represents the cultural concept selected. Research paper and student created model will follow the directions and grading guidelines as outlined in the 8th Grade World Language informational packet. (Course Standards 2, 6)

TITLES OF UNITS:

Preliminary lessons

4 weeks

Communication

- TPR (total physical response)
- Accents
- Greetings
- Introductions
- Saying where you are from
- Numbers 1-20
- Classroom phrases and command
- Parts of the body

Cultures

- French speaking countries

Chapitre 1: Salut, les copains! (Hello friends)

6 weeks

Communication

- Greet someone and say goodbye
- Ask someone how they are
- Introduce someone
- Ask someone how old they are
- Ask about things in the classroom
- Give classroom commands
- Ask the teacher something
- Ask how words are spelled
- Ask for and give email address

Cultures

- Ile de la France area (history, products, gastronomy, sports, architecture)
- Kissing or shaking hands while greeting
- Formal vs informal greetings
- Formal and informal rules for speaking
- Gestures
- Greetings in French speaking world

Connections

- Museums in Ile de France
- Fine art examples
- French origin words in English

Comparisons

- Formal vs informal patterns of speaking
- Titles (madame vs mademoiselle)
- Greetings and gestures in francophone world
- Subject and verb agreement
- Fete Nationale
- Accents
- Gender of nouns in French (compare with Spanish and English))

Communities

- French club and Alliance Francaise
- Career path: the handshake

Chapitre 2: Qu'est-ce qui te plait (What do you like?)

6 weeks

Communication

- Ask about likes and dislikes
- Discuss leisure activities with sports and other activities
- Express agreement and disagreement
- Ask how often you do an activity
- Ask how well you do an activity
- Talk about preferences

Cultures

- Music in France (NRJ and Skyrock)
- Sports in France
- French language comic books
- Traditional dances
- Movie theaters in France
- MJC activities

Connections

- Cinquain poetry
- Fine art examples
- The Eurodollar (exchange rates)
- Lumière brothers invention of film projection

Comparisons

- Soccer in the French speaking world
- Gite (French country home for vacation)
- Movie ticket rates

Communities

- Folk dances around the world

Chapitre 4: Mon année scolaire (My school year)

6 weeks

Communication

- Ask about classes
- Discuss school subjects
- Discuss days of the week
- Discuss times of the day
- Ask for and give opinions

- Discuss school supplies
- Discuss colors of objects
- Ask about prices and attempt buying objects

Cultures

- Quebec (history, products, gastronomy, sports, achitecture)
- University of Laval
- 24 hour clock
- The French and Quebec school system

Connections

- Fine art examples
- History: the Treaty of Paris
- Quebec Bill 101
- Roman calendar

Comparisons

- French and American school systems
- French and American ways of telling time

Communities

- Vacations

Chapre 5: Le temps libre (Free time)

6 weeks

Communication

- Discuss sports and activities
- Discuss the seasons and months of the year
- Ask about interests
- Ask how often someone does an activity
- Extend, accept and refuse and invitation
- Make plans
- Discuss places in the town
- Discuss the weather and seasons

Cultures

- L'Ouest de la France (history, products, gastronomy, sports, achitecture)
- School sports
- French sport teams
- The Celcius scale

Connections

- History: West of France in World War I and II
- Science: Celcius scale
- Fine art examples

Comparisons

- Sports in French and American culture
- Ways of expressing the temperature using Celcius and Fahrenheit
- Metric system

Communities

- A Pétanque Club

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities and strategies
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. Bien Dit, DeMado, Chameny, Ponterio, Ponterio. Holt McDougal 2013
2. CD's/DVD's to accompany texts
3. Videos and clips
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, rubric, 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

