



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



**CONTENT AREA:** World Languages - French

**COURSE TITLE:** French I

**GRADE LEVEL(S):** 9-12

### I. COURSE OVERVIEW

Through the use of technology, authentic materials, and traditional texts, this course is designed to provide students with an opportunity to develop their proficiency in French and to expand their knowledge of the various cultures of the Francophone world. Students will listen to and comprehend spoken French, to pronounce French correctly, and to orally express themselves in French on a variety of topics. Reading and writing skills in the target language will also be developed. A sizable vocabulary of a practical and modern nature will be acquired by the end of the year. The course requires daily homework and in-class assignments, class participation, oral and written quizzes, unit tests, and various projects and presentations.

### II. COURSE OBJECTIVES AND ALIGNMENT WITH NJCCCS

All 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 studies with their own, and participate in home and global communities.

At the conclusion of this course, corresponding to the ACTFL Proficiency Guidelines for the *Novice-High* Learner Range in the *Interpersonal*, *Interpretive*, and *Presentational* aspects of each, students should be able to:

#### 7.1 Communication

##### A. Interpretive Mode:

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- Discuss people, places, objects, and daily activities based on oral or written descriptions.

- Comprehend short conversations and brief written messages on familiar topics.
- Comprehend conversations and written information on a variety of topics.
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.

#### B. Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.

#### C. Presentational Mode

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.

### 7.2 Culture

#### A. Interpretive Mode:

- Compare daily practices of people in the target culture(s) with their own.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

### B. Interpersonal Mode

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

### C. Presentational Mode

- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.

## **III. Unit Outline**

### ***Learning to follow commands and use high-frequency language***

- Expressing and responding to typical greetings and leave-takings
- Recognizing and acting out teacher commands, including classroom procedures and high-frequency verbs
- Creation of original sequences of activities using practiced vocabulary

### Unit One - *Qui sommes nous? (Who are we? - Describing Yourself and Others)*

- Identify something/someone based on a given description
- Describe someone/something based on physical traits
- Recognize and duplicate patterns of noun/adjective agreement
- Describe main characters of stories
- Describe self, classmates, family, friends, etc.
- Describe relationships between people
- Create original stories containing detailed character descriptions
- Describe the actions of themselves and others
- Describe the opinions of themselves and others

### Unit 2 – *La vie quotidienne (Daily Life)*

- Name and demonstrate comprehension of classes in a typical school day
- State time of day to the minute
- State at what time specific classes meet
- Describe activities related with various subject areas
- Describe class preferences (likes, dislikes, interests, etc.)
- Compare schedules with others
- Compare a typical US school experiences with those of the target cultures
- Name and demonstrate comprehension of objects in a house
- Describe objects in relation to one another
- Create, present a description of the ideal bedroom

### Unit 3 - *La ville et les achats (The Town/Shopping)*

- Tell when events are happening (times, dates, etc.)
- Tell where events are happening

- Tell what is going to happen
- Describe past activities
- Describe the location of places and things
- Describe the weather

Unit 4 – *Qu'est-ce qu'il y a à manger? (What is there to eat?)*

- Name and describe common foods and ingredients
- Describe the steps necessary for preparing different dishes
- Participate in conversations typical to eating in a restaurant
- Express how different foods taste
- Express their opinions of different foods

***Pauvre Anne*** or ***Le Voyage de sa Vie***

- Describe the main characters from the book.
- Describe/Answer questions about events from the book.
- Describe various places from the book.
- Use vocabulary from the book to describe your own experiences

#### **IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)**

**Unit 1:** *Qui sommes nous?*

- How do we greet others, introduce ourselves and say good-bye?
- How do I introduce people to one another?
- How do we describe others and ourselves?
- How do we express our likes and dislikes?
- How do we express our emotional state?
- How do we describe more than one thing?
- How are we defined by our traditions and culture?
- How does the language help us understand the culture?

**Unit 2:** *La vie quotidienne*

- Can I name the classes on my schedule?
- Can I name and describe my teachers?
- Can I say at what times my classes begin and end?
- Can I express the date and current weather?
- Can I read a passage containing pertinent vocabulary?
- Can I describe the location of classroom objects?
- Can I describe my home?
- Can I tell someone what objects are in my bedroom?
- Can I tell someone what general objects are in my home?
- Can I state what household chores my family members and I do?

**Unit 3:** *La ville et les achats*

- Can I name the various places in a town?
- Can I tell someone where a place is located?
- What are some activities that we do in town?
- How can we tell someone that we are going to do something?
- Can I name various articles of clothing?
- Can I describe what someone is wearing?
- Can I ask/speak about how much something costs?

- Can I speak about past activities?

**Unit 4:** *Qu'est-ce qu'il y a à manger?*

- Can I say some of the basic foods and drinks?
- Can I tell someone what I want to eat or drink?
- Can I tell someone what I want to do?
- Can I understand, discuss, & retell a story that includes the new vocabulary in the story?
- Can I identify significant quotes from the novel thus far and explain their significance to the story?
- Can I create and perform an original drama using words we have practiced?
- Can I use the vocabulary from the book to describe my own experiences?
- Can I describe the main characters in the book?
- Can I answer questions about the events in the book?
- Can I describe the various places in the book?
- Can I recount events in the story from the character's point of view?

**V. Key Performance and Benchmark Tasks include:**

Follow and understand the main point of many media programs on topics of personal interest.

Informal assessments:

- Review answers to Listening activity questions with class as a measure of checking for understanding.
- Review answers to Reading activity questions with class as a measure of checking for understanding.
- Ask and answer questions in small groups among students as well as teacher-guided activities.
- Short email paragraphs to teacher in order to answer a homework question.
- Give/Respond to informal commands

Formal Assessments:

- Quizzes: Vocabulary, grammar, writing and reading.
- Essay to describe themselves
- Oral presentations.
- Essay: Present a stereotype that has been endured, what caused it, how it was overcome.
- Listen and respond to prompts regarding the movie, i.e. answer questions.

Summative conversation with the teacher about the main ideas of the movie, using all aspects of language learned during the year.

**VI. Instructional Materials**

May include but not limited to:

- Language Lab
- First Class email/Google Chrome/Google Docs
- Smart Board with applications and lessons
- Teacher-created manipulatives and materials
- Discovering French, text and assorted ancillary materials