

**Course Title:** French 1-2 P

**Grade Level:** 9 - 12

**Length of Course:** Two semesters

**Prerequisites:** A grade of C or better in previous year in English, or instructor's consent

**Credit:** 5 per semester

**Course Description:**

The emphasis in French 1-2 is on communication. Using the communicative approach, the students learn to invite, inform, inquire, exclaim, agree, disagree, compliment, express emotion, and opinions and exchange basic information. These communicative purposes, or functions, in turn, determine the selection and the amount of vocabulary and grammar that the students need to learn. A variety of activities are used to promote learning and application of the language, ultimately leading students to function with increasing proficiency in many new situations.

**Goal Statements:** The primary goal of French 1-2 is to help students develop a basic proficiency in the four basic skills: listening, speaking, reading, and writing. At the same time, the course aims to increase the student's knowledge and appreciation of the diverse cultures of the countries whose language they are learning.

**Scope and Sequence:**

Interwoven through each assigned unit in the text are grammatical points. Each unit is comprised of four vocabulary units that are on related topics, a variety of grammar points are interwoven along with pronunciation and four cultural notes. The basic course will cover the first seven chapters of the text; therefore, each chapter will require approximately three weeks of instruction time.

**Chapter 1**

- Objectives: The students will learn how to introduce themselves and gather basic introductory material such as: nationality, age, phone number, families, date, etc.. They will also become acquainted with the French alphabet and use it accordingly to spell in French.
- Grammar: Verbs are used throughout but not introduced separately yet.
- Culture: Salutations, family life, Quebec and Martinique

**Chapter 2**

- Objectives: Snacks and beverages in a cafe, asking prices, money, telling time and weather
- Grammar: *etre*, pronunciation is emphasized
- Culture: food, young people, French Cafes

**Chapter 3**

- Objectives: daily activities, likes and dislikes, invitations accepting and turning down
- Grammar: *etre*, subject pronouns, negation, -er verbs, present tense, verb +
- Infinitive, question words, *faire*

- Culture: phone etiquette, parties, Senegal, internet, Vietnamese in France

#### **Chapter 4**

- Objectives: Talk about self, personality, appearance, bedroom items, items you use daily, colors
- Grammar: *avoir*, masculine and feminine nouns, singular and plural, indefinite article, definite article, adjectives agreement and placement, *c'est* vs. *il est*
- Culture: Haiti, French people and cars, transportation, Toulouse

#### **Chapter 5**

- Objectives: communication, buildings, cities, asking and giving directions, describe house or apartment, future plans, and going to do, family members
- Grammar: *aller, allez* + infinitive, *venir*, possessive adjectives, ordinal numbers, contractions with *de* and *a*
- Culture: Paris, domestic animals, street names

#### **Chapter 6**

- Objectives: name and describe clothing, money, comparisons, style
- Grammar: *acheter, preferer*, demonstrative adjectives, *mettre*, -ir verbs, comparing adjectives, -re verbs, commands
- Culture: department stores, money and young people, young people and fashion, Algeria

#### **Chapter 7**

- Objectives: weekend activities, summer and winter sports, vacations and travel, narrating the past
- Grammar: *passé composé* of -er, -ir and -re, *être, voir* and the five irregulars
- Verbs, negative and questions
- Culture: winter sports, young French people and television and music, Morocco

#### **Student Outcomes for all Units of Instruction:**

By the end of this year of study, the student will be able to do the following in the target language at a basic level:

- maintain a conversation with French-speaking friends and acquaintances in many different settings;
- express basic feelings, opinions, and judgments on topics that are important to them;
- travel in a French-speaking country, by being able to communicate their personal and travel needs;
- understand and interpret written and spoken language on a variety of topics, and understand the nature of language through the comparison of their home language and the language being studied;
- read texts, magazine and newspaper articles in basic French;
- present information, concepts and ideas to an audience of listeners or readers on a variety of topics;

- appreciate the many distinctive differences, similarities and viewpoints among people around the world and in our own country and demonstrate an understanding of the relationships;
- discover different ways of looking at life and the home culture as compared with the culture of the French-speaking countries;
- communicate more effectively with people from backgrounds different from their own;
- be more open to meeting new people and to unfamiliar situations;
- be able to appreciate, understand, and enjoy television, movies, films, music and art from French-speaking countries and the cultural perspective;
- reinforce and further knowledge of other disciplines;
- become lifelong learners by using the target language for personal enjoyment and enrichment.

### **Assessment Strategies:**

Teachers will use a minimum of four of the following strategies to determine to what extent the goals and desired outcomes have been achieved:

- Announced and unannounced quizzes;
- Oral presentations on researched topics;
- Oral tests, requiring students to respond as naturally and as quickly as they would in a normal conversation;
- Daily written assignments;
- Maintain a notebook (portfolio) containing class notes, rough drafts, rewrites and final copies of assignments, homework and extra materials issued in class;
- Written testing, including, but not limited to:
  - essay type material, requiring in-depth thought and conclusions;
  - short answer questions that require recall and analysis of limited material presented in class;
  - multiple choice, true/false, and fill-in-the-blank questions that require recall of information and application of knowledge and ideas as presented in class;
  - listening comprehension;
  - reading comprehension;
- Teacher observation of pair work and group activities, including:
  - how well they are working together;
  - whether everyone is participating;
  - how well they are staying “on task.”
- Culture projects

**Skills to be Mastered:** Although the expected student outcomes for unit content are listed in the **Scope and Sequence** section of the curriculum, the students will also be expected to master the following educational skills:

- become better note takers;
- learn to organize their instructional materials;
- learn to write legibly;
- master grammatical terms;

- learn to write in a well-organized, and grammatically correct manner;
- increase vocabulary;
- answer questions clearly and concisely;
- learn grammatical points and apply said points in oral and written samples;
- learn to work cooperatively with other students and to benefit from said experience.

**Instructional Strategies:** Teachers will use a variety of instructional strategies which may include the following:

- Reading out loud in class
- Topical writings about presented material
- Cooperative learning activities
- Presentations by lectures
- Simulations and role playing
- Discussions in class
- Reviewing homework assignments
- Videotape and film presentations
- Overhead transparencies
- TPR and Comprehensible Input
- Listening activities

**Instructional Materials:**

Primary Text:

*Discovering French Bleu 1*, Prentice Hall

Other materials:

*Discovering French Bleu 1* testing manual

*Discovering French Bleu 1* quiz manual

*Discovering French Bleu 1* workbooks

*Discovering French Bleu 1* activity books

*Discovering French Bleu 1* audio tape manual

Audio tapes

Maps and posters

Videos