

Course Description:

In this course, students will first begin to develop aural and oral skills, then read and write what they can say familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of the culture. They will also use the language to expand their knowledge in all content areas.

Course Objectives:

The goals of this course are to:

1. Communicate in the target language
2. Gain knowledge and understanding of other cultures
3. Connect with other disciplines and acquire information
4. Develop insight into the nature of language and culture
5. Participate in multicultural communities at home and around the world

SC Curriculum Standards:

The SC Curriculum Standards are the state mandated curriculum that each French I class must cover. The following is a brief overview of the major strands of the standards. If you would like a full copy, you can access it on the state department website.

Communication:

Standard 1.1(interpersonal mode) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 (interpretive mode) Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 (presentational mode) Students present information, concepts, and ideas to the audience of listeners or readers on a variety of topics.

Cultures:

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Connections:

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

Standard 4.1 Students demonstrate understanding of the nature of the language through the comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

Standard 5.1 Students use the language both within and beyond the school setting.

Grading Policy:

93-100 = **A** 85-92 = **B** 77 – 84 = **C** 70-76 = **D** 69 and below = **F**

Daily Grade = group assignments, homework, participation, daily *réveil* folder = 20%

- *Late homework will not be accepted, and incomplete homework will be graded as half credit.*

Quiz Grade = comprehension activities, announced quizzes, dictées, skits, compositions, notebook checks = 30%

Test Grade = unit tests, oral tests, group projects, presentations = 50%

- Grades are updated weekly on PowerSchool. Please see guidance counselors for login info.

Evaluation Procedure:

Students' writing, projects, and presentations are evaluated according to predetermined assignment rubrics.

Grammar skills are assessed through tests, written assignments, discussions, and review.

Vocabulary skills are assessed through ongoing unit quizzes, review tests, and notebook checks.

Students will be given weekly lesson plans that will announce upcoming projects, assignments, and quizzes.

COURSE CONTENT**Introduction Unit**

Unit Theme: How to Survive in a Language Class

Unit Essential Questions:

- How do I figure out meaning when all words are not understood?
- How is the target language like and unlike my native language?

Unit Understandings:

Students will understand that

- From the first day of class, the target language is used as the primary means of communication in the language class
- Directions in the target language follow different patterns than in English
- Effective communications requires cooperation, active listening, clear instructions, respect for one another clarifying questions, and proper feedback

Unit Content:

- Applicable classroom objects and locations
- Classroom routines and student expressions (e.g., "Where is...?")
- Teacher expressions (e.g., "Take out ...")
- Greeting and leave taking
- Basic courtesy expressions
- French alphabet
- The French-speaking world
- French names
- The country of France

Unit 1

Unit Theme: *Salut, les copains!*

Unit Essential Question:

- What influences your choice of friends?

Unit Understandings:

Students will understand that

- Friendships result from both personal similarities and differences

Unit Content:

- Vocabulary 1: Greetings and Numbers 0-30
- Grammar 1: Subjects and verbs, subject pronouns
- Vocabulary 2: Classroom objects and expressions, accents and special characters
- Grammar 2: Indefinite articles and plural of nouns, the verb *avoir* and negation
- Culture: Gestures of communication, comparison of communication among cultures
- Media episode 1: *Que le meilleur gagne!*
- Writing assignment 1 : French club email
- Unit review then cumulative test 1
- Geo-culture: *L'Île de France*
- Reading: *Le château de Versailles*

Unit 2

Unit Theme: *Qu'est-ce qui te plaît?*

Unit Essential Question:

- How are personal interests influenced by culture?

Unit Understandings:

Students will understand that

- Students interested may vary by culture
- Descriptions in the target language follow different patterns than in English

Unit Content:

- Vocabulary 1: Likes and dislikes
- Grammar 1: Definite articles, *-er* verbs
- Application 1: Irregular plurals
- Vocabulary 2: Leisure activities
- Grammar 2: Contractions with *à*, conjunctions
- Application 2: *Est-ce que...*
- Culture: Traditional dances, “le foot”
- Media episode 2: *Que le meilleur gagne!*
- Writing assignment 2: School newspaper profile
- Unit review then cumulative test 2
- Reading: *Le Parc Astérix*

Unit 3

Unit Theme: *Comment est ta famille?*

Unit Essential Question:

- What is the role of the family in a given country?

Unit Understandings:

Students will understand that

- There are many ways to describe nouns.
- There are familial makeup differences among cultures.

Unit Content:

- Vocabulary 1: Descriptions and colors
- Grammar 1: The verb *être*, adjective agreement
- Application 1: More irregular adjectives
- Vocabulary 2: Family and pets
- Grammar 2: Possessive adjectives, contractions with *de*
- Application 2: *C’est* versus *Il/Elle est*
- Culture: Family coat of arms, family differences among cultures
- Media episode 3: *Que le meilleur gagne!*
- Writing assignment 3: Family portrait
- Unit review and cumulative test 3
- Geo-culture: *La Province de Québec*
- Reading: *Le Cirque du Soleil*

Unit 4

Unit Theme: *Mon année scolaire*

Unit Essential Questions:

- What influences choices and school-related activities?

Unit Understandings:

Students will understand that

- School schedules vary from country to country
- Extracurricular activities in schools vary from culture to culture
- Cultural factors may determine course options

Unit Content:

- Vocabulary 1: School subjects, time and days of the week
- Grammar 1: *-re* verbs, *-ger* and *-cer* verbs
- Application 1: *le* with days of the week
- Vocabulary 2: School supplies, colors and numbers 31-201
- Grammar 2: The verbs *préférer* and *acheter*, adjectives as nouns
- Application 2: Agreement with numbers
- Culture: Days of the week, class delegates
- Media episode 4: *Que le meilleur gagne!*
- Writing assignment 4: Conversation with new student
- Unit review and cumulative test 4
- Reading: *Les romans de Michel Tremblay*

Unit 5

Unit Theme: *Le temps libre*

Unit Essential Questions:

- How is leisure time defined in the target culture?
- How do family and friends influence the choice of leisure activities?

Unit Understandings:

Students will understand that

- Students in target language countries spend their free time in different ways
- Extracurricular activities may not be part of school life in all countries
- Free time activities may be culturally defined

Unit Content:

- Vocabulary 1: Sports and activities, seasons and months of the year
- Grammar 1: The verb *faire*, questions words
- Application 1: Adverbs
- Vocabulary 2: Places in town and weather
- Grammar 2: *Aller* and *future proche*, *Venir* and *passé récent*
- Application 2: Idioms with *avoir*
- Culture: *Le pétanque*, sports and school
- Media episode 5: *Que le meilleur gagne!*
- Writing assignment 5: Letter to friend during vacation
- Unit review and cumulative test 5
- Geo-culture: *L'Ouest de la France*
- Reading: *Les legends bretonnes*

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Unit 6

Unit Theme: *Bon appétit!*

Unit Essential Questions:

- What are the differences in menu choices among countries?

Unit Understandings:

Students will understand that

- There are many similar foods in France as in America.
- There are several ways for asking for certain items in a restaurant.

Unit Content:

- Vocabulary 1: Breakfast for food and drinks, place settings
- Grammar 1: The partitive, *-ir* verbs
- Application 1: The verb *vouloir*
- Vocabulary 2: Café foods
- Grammar 2: The verb *prendre*, the imperative
- Application 2: The verb *boire*
- Culture: The tart, a French dinner
- Media episode 6: *Que le meilleur gagne!*
- Writing assignment 6: Restaurant review
- Unit review and cumulative test 6
- Reading: *Les crêpes bretonnes*

Unit 7

Unit Theme: *On fait les magasins?*

Unit Essential Questions:

- What styles or trends affect the makeup of certain types of stores?

Unit Understandings:

Students will understand that

- There are different ways of using the past tense than in English.

Unit Content:

- Vocabulary 1: Clothing and accessories
- Grammar 1: Demonstrative adjectives, interrogative adjectives
- Application 1: The verb *mettre*
- Vocabulary 2: Sports equipment, leather goods, and jewelry, numbers 1,000-1,000,000
- Grammar 2: The *passé composé* of *-er* verb, the *passé composé* of irregular verbs
- Application 2: Adverbs with the *passé composé*
- Culture: *Le boubou*, sales in France
- Media episode 7: *Que le meilleur gagne!*
- Writing assignment 7: Shopping trip short story
- Unit review and cumulative test 7
- Geo-culture: *Le Sénégal*
- Reading: *La musique sénégalaise*

Unit 8

Unit Theme: *À la maison*

Unit Essential Questions:

- How does the French culture define certain rules around the house?

Unit Understandings:

Students will understand that

- The rooms that make up a French home are similar to those in American culture.

Unit Content:

- Vocabulary 1: Chores
- Grammar 1: The verbs *pouvoir* and *devoir*, the *passé composé* of *-ir* and *-re* verbs
- Application 1: Negative expressions
- Vocabulary 2: Parts of the house and furniture
- Grammar 2: The verbs *dormir*, *sortir*, and *partir*, the *passé composé* with *être*
- Application 2: *-yer* verbs
- Culture: *La cérémonie du thé*, French house rules
- Media episode 8: *Que le meilleur gagne!*
- Writing assignment 8: Describe your dream home
- Unit review and cumulative test 8
- Reading: *Un conte sénégalais*

Unit 9

Unit Theme: *Allons en ville*

Unit Essential Question:

- What influences how we travel within cities and community?

Unit Understandings:

Students will understand that

- There are alternatives to traveling by car

Unit Content:

- Vocabulary 1: Places in the city, means of transportation
- Grammar 1: The verb *voir*, the verbs *savoir* and *connaître*
- Application 1: Review of the imperative
- Vocabulary 2: At the pharmacy, bank, and post office
- Grammar 2: Review of the present tense, inversion
- Application 2: Review of the partitive
- Culture: *La ville en chanson*, French grocery stores
- Media episode 9: *Que le meilleur gagne!*
- Writing assignment 9: To-do list for friend
- Unit review and cumulative test 9
- Geo-culture: *Le midi*
- Reading: *Les romans de Marcel Pagnol*

Unit 10

Unit Theme: *Enfin les vacances*

Unit Essential Question:

- What defines a location as a tourist destination?

Unit Understandings:

Students will understand that

- Tourist destinations may be culturally defined

Unit Content:

- Vocabulary 1: Travel items, at the hotel
- Grammar 1: The verb *appeler*, prepositions for countries and cities
- Application 1: Idioms with *faire*
- Vocabulary 2: At the train station and airport
- Grammar 2: Review of the *passé composé* with *avoir*, review of the *passé composé* with *être*
- Application 2: Ordinal numbers
- Culture: *Les santons*, electricity
- Media episode 10: *Que le meilleur gagne!*
- Writing assignment 10: Vacation journal
- Unit review and cumulative test 10
- Reading: *Le canal du Midi*

FINAL EXAM

Class Rules and Consequences:

- 1. Be prepared. Have all materials in class each day.**
- 2. Be respectful to others.**
- 3. Be on time.**
- 4. No food or drinks allowed in the classroom or the building.**
- 5. Read and be familiar with all rules in the student handbook.**

***First offense = warning**

****Second offense = call to parents**

*****Third offense = referral**

Class/Student Materials:

- Textbook: *Bien Dit* French 1 – Holt, Rinehart, Winston
- Workbook
- One 1.5 – 2 inch binder
- Notebook paper (college rule preferred)
- Subject Dividers or Post-It Tab Dividers – *5 tabs labeled: Handouts, Réveils, Notes, Les Devoirs, La Culture*
- Pencil and Pens (Blue/Black & Red)

*If you have any concerns about acquiring these items, please do not hesitate to see me.

Absentee Policy/Make-up Work:

According to state policy, no student may be absent more than five days during the semester and receive credit for the course. When the student is absent, it is the STUDENT'S responsibility to make sure he/she has the assignments for the next day. The student will be held responsible for any and all assignments. Work missed will be filed in each class' missed work folder. If the student misses a test when absent, it is the STUDENT'S responsibility to make arrangements to make up the test within FIVE (5) days of returning to school. If arrangements are not made, a zero (0) will be recorded for that test. I stress the necessity of being in class each day. Students who maintain a regular attendance have a better chance of reaching their academic goals.

Contact Information:

I am available for call and conferences between 10 am and 11:30 am, as well as before and after school. Please contact me if you have any questions at 582 – 4347, EXT. 2136 or through email at willardd@spart6.org . Parents are encouraged to contact the teacher in order to stay informed of the student's progress. I also update my website weekly concerning lesson plans for the following week. Please stay updated on what is going on in French I by going to <http://www.dormanhigh.org/academics/departments/english/denisewillard.aspx>

Please sign and date the following and return to Miss Willard by Friday, January 6, 2012. Thank you.

(Parent/Guardian Signature) (Date)

(Student Signature) (Date)