

Manchester Regional High School

FRENCH CURRICULUM

French I

Created: 2017

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

French I

REVISED & ADOPTED
September 2017

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COURSE DESCRIPTION

FRENCH I

French 1 is a course designed to provide students to an introduction to the French language and a development of speaking, listening, reading and writing skills. This course is designed to build on and expand control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all four language skills. Cultural knowledge and understandings that will enhance a deeper understanding of the culture of French-speaking peoples will be integrated into the course content. Designed to provide a solid foundation in both spoken and written French, this introduction permits comprehensive coverage of basic structures and vocabulary. Use of the French language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of French life and cultures.

Grading structure: Benchmark for mastery of course content is 65%; content master for students with IEPs may be less than the Board of Education approved minimum.

The grading structure will be as follows:

Tests-----40%
Quizzes-----30%
Class work-----20%
Homework-----10%

COURSE DATA

Length of Course:	1 Year
Credits:	Five
Periods Per Week:	Five
Classification:	Elective
Prerequisite:	None

EVALUATION

The purpose of evaluation is to provide information about student progress and to determine whether or not the students have learned the subject matter which has been taught. The teacher will evaluate student progress through teacher made examinations, tests, quizzes, oral reports, class participation, homework, written reports and projects.

Manchester Regional High School

WORLD LANGUAGE MISSION STATEMENT

In a changing world of technology and multiculturalism, the world is getting smaller and the importance of multilingual abilities is becoming increasingly important. . The development of national and state standards and performance assessments provides the World Language teacher with a direction and vision for the future of language instruction in the District. The Department of World Languages recognizes the substantial growth shown in the area of second-language acquisition and in “contextualizing” language instruction. Language that is introduced and taught in context presents real situations that encompass all aspects of a conversational setting. The fundamental mission of the Department of World Languages is to have its students competent and proficient, in the four language-acquisition skills, relative to the level of their study and knowledgeable in the culture of the second language. To facilitate this mission, the curriculum frameworks will reflect the latest methods and ideologies in second language instruction, acquisition, and assessment. The outcomes shall coincide with District and State levels of competency.

New Jersey Core Curriculum Content Standards

French

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE AT A BASIC LITERACY LEVEL IN AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN LANGUAGE AND CULTURE FOR AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

CROSS-CONTENT WORKPLACE READINESS STANDARDS:

1. All students will develop career planning and workplace readiness skills
2. All students will use in information, technology, and other tools.
3. All students will use critical thinking, decision making and problem solving.
4. All students will demonstrate self-management skills.

Curriculum Description

THEMATIC UNIT 1 – GETTING ACQUAINTED

Faisons Connaissance

Objectives:

Students will be able to:

1. Say hello and ask someone's name. (7.1,A1)
2. Introduce oneself and spell one's name. (7.1,A1,B3)
3. Talk about telephone numbers using 0-79. (7.1,A1B2,4)
4. Employ *je/tu* (subject pronouns) and *moi/toi* (emphatic pronouns). (7.1,A1B3)
5. Recognize spelling marks and accents. (7.1,)
6. Compare greetings and interactions used in France and in the United States. (7.2,B4)
7. Pronounce and recognize French first names. (7.1,A1, 7.2,B2)
8. Say where you are from. (7.1,A!)
9. Introduce friends, family, and relatives. (7.1,B3)
10. Describe people and give their nationalities. (7.1,B3)
11. Use masculine and feminine adjectives. (7.1,B4)
12. Recognize silent letters at the end of words. (7.1,A2)
13. Become more familiar with Martinique and its capital, Fort-de-France. (7.2,C3)
14. Understand the extent of French national territory. (7.2,C3)
15. Greet friends/classmates and teachers/other adults appropriately. (7.1,B2)
16. Ask how people feel. (7.1,B3, 7.1,B4)
17. Express feelings of frustration and appreciation. (7.1,B3, 7.1,B4)
18. Say good-bye. (7.1,B2)
19. Learn when to pronounce final consonants. (7.1,A1)
20. Be aware of formal and casual greetings used in French. (7.2,A1)
21. Become familiar with the use of *monsieur*, *madame*, and *mademoiselle* and their abbreviations. (7.2,B1)
22. Introduce or point out someone. (7.1,B)
23. Find out who someone is. (7.1,B3)
24. Get someone's attention or express surprise. (7.1,B3)
25. Talk about people. (7.1,B3)
26. Employ definite and indefinite articles. (7.1B4)
27. Be aware of the French concept of friendship. (7.2.B1)
28. Talk about area codes for French cities using numbers 80-100. (7.1,A1, 7.2,A1)
29. Be aware of the importance of French heritage in Quebec, Canada. (7.2,C3)
30. Tell age, how old a friend is, and ask how old others are. (7.1,B3,)
31. Employ possessive adjectives *ma*, *mon*, *mes*, *ta*, *ton*, *tes* and make agreement with the nouns that they introduce. (7.1,B3)
32. Compare French and American concepts of the family. (7.2,A1-3 9.1.A.1)
33.)

Duration of time: 7 weeks

Activities:

Students will:

- Meet and greet each other, introduce themselves, ask someone's name, spell their names, and provide telephone numbers.
- Role-play in pairs situations which require that they introduce themselves or others, provide spelling of names, and telephone numbers.
- Listen to native speakers using the language lab and participate in related, reinforcement exercises.
- Participate in total physical response activities to indicate comprehension of the concept of gender.
- Listen to conversations and choose appropriate responses
- Create a list of situations for using formal and informal greetings in French. Compare to American customs. (WHST.9.-10.1)
- Read Cultural Notes (RH.9.-10.1)

THEMATIC UNIT 2: DAILY ACTIVITIES

La Vie Courante

Objectives:

Students will be able to:

1. Say that they are hungry or thirsty. (7.1,B3)
2. Offer a friend something. (1,10, 7.1,B3)
3. Talk about foods and beverages. (7.1,1B3)
4. Distinguish between masculine and feminine nouns. (7.1,1B3, 7.1,A4)
5. Recognize and repeat intonation. (7.1. B2)
6. Order food or beverage at a café. (7.1,B3)
7. Request something from a friend and from an adult (*s'il te plaît* and *s'il vous plaît*). (7.1,B3-4)
8. Learn about "*le café*". (7.2,C3)
9. Ask how much something costs. (7.1,B3)
10. Ask a friend to lend you something. (7.1,B3)
11. Use third person singular subject pronouns *il* and *elle* to replace subject nouns. (7.1,B3)
12. Learn how to make purchases using the euro. (7.1,B4, 7.2,C3)
13. Become aware of what kinds of fast foods French young people buy. (7.2,C3)
14. Tell time. (7.1,B3)
15. Give the date and the day of the week. (7.1,B3)
16. Talk about the weather. (7.1,B3)
17. Identify parts of the body and play common children's game: *Jacques a dit*. (7.1,B3 7.2,C3 7.2.A3 7.2.B1)
18. Sign popular French-Canadian folksong: *Alouette* and identify parts of a bird. (7.1,B3, 7.2,C3, 7.2,A3, 7.2,B1)

Duration of time: 5 Weeks

Activities:

Students will:

- Compare French and American customs regarding leisure time activities.(WHST.9.-10.1)
- Identify parts of the human body and parts of animals.
- Sing popular folksong.
- Participate in common French children's game: *Jacques a dit*.
- Act out skits taking place at a café by ordering food and beverages, inquire how much items cost, pay the check, and perhaps borrow/lend money.
- Listen to native speakers conversing about eating out using tapes
- Do paired activities and then present their conversations to the class.
- Listen to conversations and choose appropriate responses using the tapes.
- Read Culture Notes describing outdoor cafes in French-speaking countries. (RH9.-10.1)
- Discuss differences and similarities between what French teenagers and American teenagers eat.
- Imitate correct intonation patterns and pronunciations.
- Tell time and read train, bus, and airline schedules that are in military time.
- Provide days of the week, months, and dates.
- Describe the weather.

THEMATIC UNIT 3: DAILY ACTIVITIES

Qu'est-ce qu'on fait?

Objectives:

Students will be able to:

1. Talk about where people are. (7.1,B3)
2. Ask and answer yes/no questions. (7.1,B3)
3. Express negation. (7.1,B3)
4. Use subject pronouns. (7.1,B3)
5. Use the verb *être* and the negative *ne...pas*. (7.1,B3)
6. Use yes/no questions with *est-ce que/est-ce qu'*. (7.1,B3)
7. Talk about where French young people spend their free time. (7.2,B2, 7.2,C3)
8. Describe daily activities. (7.1,B3, 7.2,C3)
9. Express personal preferences. (7.1,B3)
10. Invite friends to do things. (7.1,B3)
11. Accept and turn down invitations. (7.1,B3-4)
12. Learn about Senegal and African music. (7.2,C3,7.2,B2, 8.1.A.1; 9.1.A.1)
13. Learn how the French use the Internet. (7.2,C3, 7.2,B2 8.1.A.1; 8.2.A; 9.2.C.2)
14. Learn about the Vietnamese in France. (7.2,5C3 7.2,B2 8.1.A.1; 8.2.A; 9.2.C.2)
15. Compare French and American attitudes towards cell phone use. (7.2,C3, 7.2,B2)(WHST.9.-10.1; WHST,9.-10.2)
16. Compare school schedules in France and the United States. (7.2,C3, 7.2,B2)(WHST.9.-10.1; WHST.9.-10.2)

17. Tell time using the 24-hour clock. (7.1,B3,4 7.1.C2)
18. Recognize and decipher cognates. (7.1,A2, 7.1.B4)
19. Compare parties in France and in the United States. (7.2,C3, 7.2,B2 8.1)(RH9.-10.1)
20. Compare TV schedules in France and the United States. (7.2,5C3 7.2,B2 8.1)(RH9.-10.1; WHST.9.-10.1; WHST.9.-10.2)
21. Compare Internet use of teens in the United States and in France. (7.2,B2, 7.2,C3 8.1 9.2.2)(WHST.9.-10.2)
22. Use French when making a phone call. (7.1,B3-4)
23. Use French when writing e-mail. (7.1.B3-4)

Duration of time: 7 weeks

Activities

Students will:

- Through choral repetition of target objectives, mimic correct pronunciation.
- Practice individual pronunciation of topical vocabulary.
- Create dialogues in cooperative pair activities.
- In pairs employ role-play situations which require them to talk about where people are, respond to yes/no question, tell where people spend their free time, and describe daily activities.
- Listen to native speakers and participate in related, reinforcement exercises.
- Listen to conversations by native speakers and choose appropriate responses using tapes
- Provide personal information and preferences relative to target objective regarding communication in French and make connections to English by learning grammar terms and recognizing cognates. (WHST.9.10.2; WHST.9.-10.4)
- Read Culture Notes describing where French-speaking people spend their free time, their use of telephones/cell phones, their daily activities, and going to parties.(RH.9.-10.1)

THEMATIC UNIT 4: PEOPLE AND POSSESSION

Le monde personnel et familial

Objectives:

Students will be able to:

1. Talk about what one possesses. (7.1, B.3-4)
2. Identify and designate people and things. (7.1,A.3)
3. Express negation. (7.1,B.3-4))
4. Make generalizations. (7.1,A.5)
5. Discuss repeated events. (7.1.B.5)
6. Contradict a negative statement or question. (7.1,B.3)
7. Use singular/plural and masculine/feminine nouns. (7.1A.4)
8. Use the verb *avoir* and expressions with *avoir*. (7.1,A.4)

9. Use definite articles in general statements and to indicate repeated events. (7.1,A.4, 7.1.B.3)
10. Use the indefinite article and the negative article *pas de*. (7.1,B.3)
11. Pronounce and employ the definite articles *le* and *les*. (7.1,B.3)
12. Learn about Haiti. (7.2,A.1-4, 8.1A.1; RH9.-10.1)
13. Tell others about oneself. (7.1,B.4)
14. Describe friends and family. (7.1,B.4)
15. Ask and tell ages. (7.1.B.4)
16. Describe where one lives. (7.1,B.3-4)
17. Talk about and describe everyday objects. (7.1,B.3-4)
18. Learn how French teens spend their free time. (7.2,A.1) (RH.9.-10.1; RH.9.-10.2)
19. Learn about Haitian art and styles of music. (7.2,A.4, 7.2.C.3, 8.1.A.1; RH.9.-10.2))
20. Learn how to get a driver's license in France. (7.2,A.1)(RH.9.-10.2)
21. Learn how French teenagers use scooters or mopeds. (7.2,A.1)(RH.9.-10.2)
22. Learn French grammar and compare it to English grammar. (7.1,B.2)
23. Compare attitudes toward friendship in France and the United States. (7.2,A.1) (RH.9.-10.2)
24. Compare animal expressions in French and English. (7.2,.A.1)
25. Use French for personal enjoyment. (7.1,B. 3-4)
26. Use French to write a letter. (7.1,B.3-4) (WHST.9.-10.2)
27. Make agreement between articles, nouns, and adjectives in gender and in number. (7.1B.3-4)
28. Use colors to describe objects. (7.1,B.3-4)

Duration of time: 7 weeks

Activities

Students will:

- Engage in conversations.
- Express likes and dislikes.
- Use the French language to make requests.
- Obtain information by constructing questions.
- Understand some ideas and familiar details.
- Create and participate in cooperative-pair activities relative to social interactions.
- Listen and understand native speakers engaged in conversations during social interactions.
- Use authentic materials when reading bus, train, airplane schedules that are presented in Military time. (RH.9.-10.1)
- Read authentic materials containing short narratives. (RH.9.-10.1; RH.9.-10.2)
- Compile lists of personal possessions.
- Write short letters. (WHST.9.-10.2)
- Employ short sentences when speaking and writing.
- Utilize topical vocabulary when speaking.
- Understand some ideas and familiar details presented in clear, uncomplicated speech during listening comprehension activities.

- Participate in cooperative-pair activities and then present their work to the class.
- Read Culture Notes and Extracts about culturally-acceptable behavior for obtaining information. (RH.9.-10.2)

THEMATIC UNIT 5: CITY LIFE

En Ville

Objectives:

Students will be able to:

1. Describe a city, public buildings, and other places of interest. (7.1,B.3-4)
2. Obtain and provide directions. (7.1,B.3-4)
3. Talk about the places people go. (7.1B.3-4)
4. Describe a house or apartment building. (7.1,B)
5. Discuss future plans and say what one will do employing the irregular verb *aller* followed by an infinitive. (7.1,B 9.1..2; 9.1.A.3))
6. Talk about friends and their families. (7.1,B)
7. Talk about the various places that people go to during the week and on weekends. (7.1,B)
8. Learn about several French cities. (7.2,A) (RH.9.-10.1; RH.9.-10.2)
9. Become familiar with the city of Paris and several of its famous monuments. (7.2,A) (RH.9.-10.2)
10. Ask and provide names of streets. (7.1B.3-4)
11. Learn about cafés. (7.2,A)(RH.9.-10.2)
12. Become familiar with French attitudes regarding pets. (7.2,A)
13. Learn about French movie-going habits. (7.2,A)(RH.9.-10.2)
14. Become acquainted with the French cartoon character Tintin. (7.2.A 7.2.C ; 8.1.A.6)
15. Read about the country of Belgium. (7.2,A) (RH.9.-10.2)
16. Listen to and learn about francophone music. (7.2,A)
17. Make a connection with Geography by reading and creating maps. (7.2,C 8.1.A.6)
18. Make a connection to the English language by making comparisons between French and English. (7.1,B)
19. Employ ordinal numbers and make a connection with Math. (7.1,B.3-4)
20. Listen to music from French-speaking countries. (7.2,B)
21. Employ the preposition *à* and its use with definite articles when followed by places to indicate where one is going or plans to go. (7.1,B.3-4)
22. Construct sentences with the preposition *chez* followed by a person. (7.1,B.3-4)
23. Create sentences with the preposition *de* followed by definite articles to express where people are coming from. (7.1,B.3-4)
24. Employ emphatic pronouns to replace subject pronouns and proper nouns when referring to people. (7.1,B.3-4)
25. Construct sentences with possessive adjectives when talking about people, friends, family, and possessions. (7.1,B.3-4)

Duration: 7 weeks

Activities:

Students will:

- Prepare and present original skits, done in cooperative pairs, which convey an understanding about their home, personal living space, and giving directions in their town.
- Design and create a visual aid to present to the class to demonstrate understanding of topical vocabulary relative to cities, buildings, and monuments. (8.1.A.6)
- Read schedules for trains, busses, airplanes, and hours of operation of various businesses. (RH.9.-10.2)
- Communicate effectively with some hesitation and errors, which do not hinder comprehension.
- Develop dialogue that contains culturally-acceptable behavior for engaging in conversations.
- Read Culture Notes and Entracte containing short narratives relative to furthering cultural awareness about visiting the city of Paris, movies, the cartoon character *Tintin*, and French rap. (RH.9.-10.2)
- Participate in cooperative-pair activities and then present the work to the class.
- Trace a trip on a *Bateau-Mouche* to list and describe monuments (WHST.9.-10.2)

Texts, Resources, and/or Literature

Discovering French, Nouveau Bleu, Valette & Valette, publisher, McDougal Littell, Copyright, 2007