



French 1

Grades 9-12

Curriculum Committee Members

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

A plethora of recent research has emphasized the benefits of second language learning. The American Council on the Teaching of Foreign Languages (ACTFL) has identified some key research findings that demonstrate that effective foreign language instruction also supports district priorities. Research demonstrates that language learning has a positive impact on student reading ability. Further, research shows a correlation between language learning and increased academic achievement on standardized test measures. The Hazelwood School District will continue to offer and expand on second language learning opportunities for high school students in French.

In addition to the emerging research consensus, updates in state standards and ACTFL standards indicate a need for updated curriculum to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. The current focus on a combination of communication proficiency and cultural awareness necessitates the revision of the standing curriculum. French 1 is designed to introduce students to the basics of the French language and allow students to begin exploring the cultures of some French speaking countries.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication and cultural awareness. The activities, materials and scoring guides for each unit are aligned directly to this framework.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: French 1

GRADE LEVEL: 9-12

Course Description:

French 1 students explore the world of French-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester, students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of French 1, students will be able to speak, read, write and comprehend complete sentences in dialogue and composition.

Course Rationale:

In a world of global interdependence, French study enables students to communicate with others while gaining respect for the perspectives, practices, and products of cultures around the world. The study of French strengthens critical-thinking skills through problem-solving, conceptualizing, and reasoning. It enhances the ability to make connections to other disciplines by incorporating visual and performing arts, physical health, literacy, math, science, and social studies while providing a competitive edge in college and career choices.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Salut, les Copains!	Qu'est ce Que te plait?	Comments est ta Famille?	Mon Annee Scolaire	Le Temps Libre	Bon Appetit!
15 periods, 90 minutes in length	15 periods, 90 minutes in length	15 periods, 90 minutes in length	15 periods, 90 minutes in length	15 periods, 90 minutes in length	15 periods, 90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to ask and answer questions about names, age, and how someone is feeling.
2. The learner will be able to use classroom expressions.
3. The learner will be able to greet others and introduce him/herself.
4. The learner will be able to use cognates to better understand the language.
5. The learner will be able to pronounce the French alphabet, including accent marks.
6. The learner will be able to tell what he/she and others have and how many.
7. The learner will be able to identify the countries where French is spoken.

Unit 2

1. The learner will be able to share likes and dislikes with others.
2. The learner will be able to respond appropriately to others' opinions.
3. The learner will be able to ask and tell how often and how well they do certain activities.

Unit 3

1. The learner will be able to ask about and describe people.
2. The learner will be able to ask and tell about family members.
3. The learner will be able to ask and give opinions about things and people.
4. The learner will be able to describe and compare the culture of Quebec to their own.

Unit 4

1. The learner will be able to describe their classes, including opinion and supplies needed.
2. The learner will be able to ask and tell about their schedule.
3. the learner will be able to describe in-school and after-school activities using -re verbs, irregular -er verbs, and verbs with accent changes.
4. The learner will be able to compare and contrast the French educational system to their own.

Unit 5

1. The learner will be able to ask about interests and how often someone does an activity to analyze similarities and differences.
2. The learner will be able to extend/accept/decline an invitation.
3. The learner will be able to use the verb **aller** to express the near future.
4. The learner will be able to use the verb **venir** to express the recent past.
5. The learner will be able to explain the products, practices, and perspectives of Western France.

Unit 6

1. The learner will be able to offer, accept, and decline foods.
2. The learner will be able to inquire about food, ask for, and give an opinion.
3. The learner will be able to create dialog to place a food order, ask about price, and pay the check.
4. The learner will be able to modify language to use regular -ir verbs such as **choisir** correctly.
5. The learner will be able to use proper etiquette in French restaurants.

Essential Terminology/Vocabulary

Unit 1 Vocabulary

- Greetings & Farewells (Bonjour, Salut!, À bientôt)
- Ask and telling someone's name (Tu t'appelles comment? Je m'appelle...)
- Asking and telling how someone is (Social Conventions) (Ça va?/Comment ça va?, bien, Non, pas tres bien)
- Introducing and responding to an introduction (C'est un ami/une amie., Enchanté(e)!, Je te/vous Présente...)
- Asking and telling how old someone is (Il/Elle a quel âge?, J'ai... ans)
- The Numbers 0–30 (zero, un, deux, trois...)
- Asking and telling about things in a classroom (un bureau, une carte, une fille, un tableau)
- Classroom commands (Asseyez-vous!/ Levez-vous!)
- Asking the teacher questions (Il y a...?)
- Asking and saying how words are spelled (Comment tu épelles...?, Ça s'écrit)
- Exchanging e-mail addresses (Quelle est ton adresse e-mail? C'est... arobase... point)

Unit 1 Concept Level Vocabulary

- Population
- Location
- Gastronomy
- Greeting
- Salutation
- Subject
- Farewell
- Response
- Introduction
- Verb
- Noun
- Pronoun
- Subject Pronoun
- Formal
- Informal

Unit 2 Vocabulary

- Leisure activities (aller à la piscine, le centre commercial, danser, jouer aux cartes, nager)
- Asking about likes and dislikes (Tu aimes...?, J'adore, Je n'aime pas)
- Agreeing and disagreeing (Moi aussi, Pas moi)
- Places around town (café, le lycée, le parc)

Unit 2 Concept Level Vocabulary

- Definite article
- Gender
- Vowel
- Singular
- Plural

<ul style="list-style-type: none"> • Asking how often you do an activity (Tu Aimes...régulièrement?, De temps en temps, Non Jamais) • Asking how well you do something (Tu...bien...?, mal/tres mal) • Asking about preferences (Tu aimes...ou...?, mais, Quelles sont tes activites preferees?) 	<ul style="list-style-type: none"> • Noun • Regular –er verbs • Frequency • Contraction • Preposition • Conjunction
<p>Unit 3 Vocabulary</p> <ul style="list-style-type: none"> • Asking about and describing people (Comment est/sont...?, Ils/Elles sont assez, beau, belle, minse, gros, jeune, vieux/vieille) • Asking for and giving an opinion (Comment tu Trouves...?, A mon avis,...) • Identifying and introducing family members and pets (enfant, la famille, le mari, le neveu, la femme, la soeur, le petit-fils, la tante) • Asking about someone’s family (Tu as des freres et des soeurs?, Voici, Tu as combine de...?, Nous sommes...) 	<ul style="list-style-type: none"> • Unit 3 Concept Level Vocabulary • Province • Population • Region • Gastronomy • Physical characteristic • Personality trait • Description • Opinion
<p>Unit 4 Vocabulary</p> <ul style="list-style-type: none"> • Asking about telling about classes (A quelle heure tu as...?, Tu as quell cours...?) • Periods of time (le semaine, heure, le jour) • Asking and telling time (A quelle heure est-il?) • Days of the week (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche) • Asking for and giving opinions (Comment c’est...?) • School supplies (un livre, un crayon, une gromme) • Telling what you need (Il me faut) • Colors (bleu, blanche, noir, vert, rouge, gris,jaune) • The numbers 30-201 (trente, quarante...cent, deux cents) • Inquiring about buying something (Je cherche, Elle est a combine...?) 	<ul style="list-style-type: none"> • Unit 4 Concept Level Vocabulary • Regular –re verb • ger verb • cer verb • Preposition • Infinitive • Boot verb • Accent mark • Adjective • Noun
<p>Unit 5 Vocabulary</p> <ul style="list-style-type: none"> • Asking and telling about interests (Est-ce que tu fais du sport?, Je fais) • Sports (du ski, au basket, de velo, du surf) • Music (de la batterie, de la guitar, piano) • The months of the year (janvier, fevrier, mars, Avril, mai...octobre, novembre, decembre) • The seasons (le printemps, l’ete, l’automne, l’hiver) 	<ul style="list-style-type: none"> • Unit 5 Concept Level Vocabulary • Subject • Irregular verb • Conjugation • Infinitive • Question word • Intonation

<ul style="list-style-type: none"> • Asking when someone does an activity (Quand est-ce que tu fais...?) • Making plans (on fait..., Tu as envie de...?, Tu viens...?) • Inviting; extending, accepting and refusing an invitation (On va...?, Ca te dit de...?, D'accord, le suis tres occupe) • Talking about the weather (Il fait beau, Il neige, Il pleut, Il y a du vent, Il y a du soleil) • Idioms with avoir (avoir besoin de, avoir faim, avoir chaud, avoir sommeil) 	<ul style="list-style-type: none"> • Near future • Recent past
<p>Unit 6 Vocabulary</p> <ul style="list-style-type: none"> • Foods: condiments, food staples, and drinks (baguette, beurre, lait, oeufs, le sel) • Eating utensils (l'assiette, le bol, la cuillere, la fourchette, la tasse) • Offering, accepting, or refusing food (Encore?, Te veux...?, Je prends, Non, merci, Qui, je veux bien.) • Asking for and giving an opinion (Il es...bon?, Elle est comment...?, délicieux, pas bonne du tout!) • Inquiring about food and placing an order (J'aimerais, Je voudrais, Qu'est que vous me conseillez?) • Asking about prices and paying the check (C'est combine...?, L'addition, s'il vous plait, Qui, bien entendu) 	<p>Unit 6 Concept Level Vocabulary</p> <ul style="list-style-type: none"> • Partitive article • Masculine • Feminine • Singular • Plural • Vowel • Portion • Whole item • Regular -ir verb • Infinitive • Conjugation

Course Materials and Resources:

Instructional Resources:

- *Bien Dit! 2018, Level 1*. Houghton Mifflin School, 2017. ISBN: 978-0544861336 (online access)
- *Interactive CD-Rom Program*
- *Audio CD's*
- Pen pal sites: <https://www.mylanguageexchange/Pen-pals/Language/French.asp> or <http://www.studentsoftheworld.info>
- <http://my.hrw.com> (textbook website)
- <https://create.kahoot.it/#quiz/94b8c2a1-7e81-4d2f-ab5a-d4ec64f1161e> (Kahoot)
- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>

Additional Resources:

- www.kahoot.com
- www.quizlet.com
- <https://www.quia.com/shared/>