

Blackhawk School District

CURRICULUM

Course Title:	French I
Course Number:	0611
Grade Level(s):	9th – 12th
Periods Per Week:	5
Length of Course:	Year
Credits:	1 credit
Faculty Author(s):	Carolyn Giles
Date:	December 2009; Revised Mar '10

MISSION:

A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.

COURSE DESCRIPTION:

The first year of French includes the basic skills for the understanding, speaking, reading and writing of the language, as well as an understanding of the people, the customs of France and of French-speaking countries. Students will learn the vocabulary necessary for brief conversations for everyday situations when traveling in a French-speaking area.

TEXT: French I - Bien Dit! Level 1 (Holt)

COURSE OUTLINE	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p>Introductory Unit (5 days) -Alphabet sounds and pronunciation -Greeting one another -Saying the date</p> <p>Unit I - Bienvenue! (15 days) Vocabulary -Greetings -Numbers 0-30 -Classroom objects and expressions -Accents</p> <p>Functions -Greet someone and say goodbye -Ask how someone is -Introduce someone -Ask how old someone is</p> <p>Grammar -subjects and verbs* -indefinite/definite articles* -the verb “avoir” -negation</p> <p>Culture -kissing or shaking hands to greet another person -formal vs. informal greetings -personal space -ART: Théophile Duverger</p> <p>Unit II – Que préfères-tu? (15 days) Vocabulary -likes and dislikes using the verb “aimer” -leisure activities</p> <p>Functions -ask about likes/dislikes of other people -agree/disagree -ask how often you do an activity -ask how well you do an activity -talk about preferences</p>	<p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language 12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language. 12.1.A (Stage 3) Know details of the sound system and spelling patterns of the target language. 12.1.A (Stage 4) Know and compare distinct regional accents of the sound system of the target language. 12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing. 12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing. 12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing. 12.1.B (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections. 12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading. 12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading. 12.1.C (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections. 12.1.D (Stage 1) Know simple sentence and question structures in order to communicate. 12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events. 12.1.D (Stage 3) Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.D (Stage 4) Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past, and upcoming events. 12.1.E (Stage 1) Identify words from the target language that are commonly used in English. 12.1.E (Stage 2) Identify words in English that have origins in the target language.</p>	

<p>Grammar</p> <ul style="list-style-type: none"> -verbs ending in –ER -irregular plurals of nouns -contractions with à -conjunctions -asking questions using “est-ce que” <p>Culture</p> <ul style="list-style-type: none"> -Music in France -French comics -ART: Georges Seurat <p>Unit III – La Famille (15 days)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Family members -Pets -Physical descriptions -Personality traits <p>Functions</p> <ul style="list-style-type: none"> -Identify family members -Ask about someone’s family -Ask about and describe other people -Ask for and give opinions <p>Grammar</p> <ul style="list-style-type: none"> -the verb “être” -adjective agreement -irregular adjectives -possessive adjectives -contractions with de -“c’est” vs. “il est” <p>Culture</p> <ul style="list-style-type: none"> -Last names in French -French vs. American families -Coat of arms -ART: Edmond-Joseph Massicotte <p>Unit IV – L’école (20 days)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Review of classroom objects -School subjects -Days of the week 	<p>12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p> <p>12.1.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival proficiency.</p> <p>12.1.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and cultural understanding.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 1) Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (I.e. Greetings, farewells, and courtesy expressions; Formal and informal forms of address; Numbers and dates; Daily life skills; Basic question words; Classroom commands)</p> <p>12.1.1.B (Stage 2) Speak and write expanded vocabulary, phrases and structures in dialogs of short essays. (I.e. Nationalities; Occupations; Age Groups' Food and beverages; Sports and leisure; School; Anatomy)</p> <p>12.1.1.B (Stage 3) Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language. (Medical terms; Money exchange; Purchases; Use of transportation and communications; Lodging arrangements)</p> <p>12.1.1.B (Stage 4) Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. (Social customs in the target language; Personal relationships; Current and past events; Poems, dramas and stories)</p> <p>12.1.1.C (Stage 1) Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. (I.e.</p>	
---	---	--

<p>-Time -School supplies -colors and numbers 31-1000</p> <p>Functions -Ask about classes/course schedules -Ask others what they need and tell what you need -Inquire about and buy something</p> <p>Grammar -verbs ending in –RE -verbs ending in –GER and –CER -LE with days of the week -the verbs “préférer” and “acheter” -adjectives as nouns -agreement with numbers</p> <p>Culture -French vs. American school systems -the 24-hour clock -ART: Henri Matisse</p> <p>Unit V – Les Loisirs (20 days)</p> <p>Vocabulary -Sports and activities -Seasons and months of the year -Weather</p> <p>Functions -Ask about interests -Ask how often someone does an activity -Extend, accept, and refuse an invitation -Make plans</p> <p>Grammar -The verb “faire” -Question words -Adverbs -Aller and “futur proche” -Venir and “passé récent” -Idiomatic expressions with “avoir”</p> <p>Culture -French sports vs. American sports -Celsius vs. Fahrenheit -ART: Claude Monet</p>	<p>Time expressions; Weather expressions; Colors; Likes and dislikes)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (I.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.C (Stage 3) Comprehend spoken and written sentences and paragraphs using an advanced vocabulary terms from textbooks, newspapers, student readers, and magazines. (I.e. Public figures; Historical figures; Major news events)</p> <p>12.1.1.C (Stage 4) Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories (I.e. Politics, problem solving; Environment; Art and literature; History)</p> <p>12.1.1.D (Stage 1) Use simple sentence and question structures in speaking and writing. (I.e. memorized words; phrases; expressions, facts about family)</p> <p>12.1.1.D (Stage 2) Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.(I.e. new sentences using previously learned material; original questions; spontaneous responses to questions; face-to-face conversations)</p> <p>12.1.1.D (Stage 3) Develop and use simple, compound, sentence and question structures to communicate and comprehend.(I.e. face-to-face initiated conversations; simple survival tasks; a simple letter; main ideas of culturally authentic materials; compositions)</p> <p>12.1.1.D (Stage 4) Discuss how speakers and writers use various sentence structures to convey meanings. (Sentences combined into paragraphs; comparative expressions; past and future events; hypothetical statements; complicated survival statements; main ideas and details of live and recorded discussions; lectures and multimedia about current and past events; spoken or written summaries)</p> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p>	
---	--	--

<p>Unit VI – Bon appétit (15 days)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Breakfast foods and drinks -Place settings -Café foods <p>Functions</p> <ul style="list-style-type: none"> -Offer, accept, refuse food -Ask for and give an opinion -Inquire about food and place an order -Ask about prices and pay the check <p>Grammar</p> <ul style="list-style-type: none"> -The partitive -verbs ending in –IR -the verb “vouloir” -the verb “prendre” -the imperative -the verb “boire” <p>Culture</p> <ul style="list-style-type: none"> -A typical French breakfast, lunch, dinner -Table manners in France -setting the table -The Euro and Tipping in France -Fixed-price menus -ART: Pierre August Renoir <p>UNIT VII – Les Magasins (12-15 days)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Clothing and accessories -Sports equipment -Numbers 1,000 – 1,000,000 <p>Functions</p> <ul style="list-style-type: none"> -Offer and ask for help in a store -Ask for and give opinions about clothing -Ask about and give prices of items <p>Grammar</p> <ul style="list-style-type: none"> -Demonstrative adjectives -Interrogative adjectives -the verb “mettre” <p>Culture</p>	<p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B (Stage 1) Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>12.3.B (Stage 2) Explain cultural patterns of daily social interaction.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.B (Stage 4) Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p> <p>12.3.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> <p>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target language. (Holidays; Famous people and their contributions; Menus and schedule)</p> <p>12.3.1.A (Stage 3) Speak and write about cultural aspects of services, products and customs in the target language. (Cultural reenactments; Commerce and tourism; Popular Culture)</p> <p>12.3.1.A (Stage 4) Speak, write, and read about unfamiliar products, customs, and institutions of the target culture. (I.e. system of government; economic development; educational system; environmental concerns)</p> <p>12.3.1.B (Stage 1) Use culturally appropriate memorized expressions and gestures for basic social interactions. (I.e. greetings and leave-takings; Familiar and polite forms of address, common courtesies)</p>	
---	--	--

<p>-Clothing sizes -Bargaining in other countries -ART: M'Bida</p> <p>UNIT VIII – A la Maison (12-15 days)</p> <p>Vocabulary -Chores -House and furniture</p> <p>Functions -Ask for, give or refuse permission -Tell how often you do things -Describe a house -Tell where things are</p> <p>Grammar -the verbs “pouvoir” and “devoir” -negative expressions -the verbs “dormir”, “sortir”, and “partir” -verbs ending in –YER</p> <p>Culture -French vs. American housing -ART: Vincent Van Gogh</p> <p>UNIT IX – Allons en ville! (15 days)</p> <p>Vocabulary -places in the city -modes of transportation -at the pharmacy, bank, and post office</p> <p>Functions -plan your day, ask for and give directions -tell what you need -make and respond to requests</p> <p>Grammar -The verb “voir” - The verbs “savoir” and “connaitre” -the imperative -the partitive</p> <p>Culture -Public transportation -French pharmacies -Banking at the post office</p>	<p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.B (Stage 3) Generate spontaneous oral and written role-plays and interviews in a culturally competent manner. (I.e. expressions of emotion; Conversations with speakers of the target culture; Negotiating everyday business routines)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity)</p> <p>12.3.1.C (Stage 2) Write about and dramatize cultural similarities and differences in daily activities in the target langue. (i.e. youth, school and leisure culture; concept of personal space and distance; relationships with adults and authority figures; work ethic).</p> <p>12.3.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in specific social interactions n two cultures. (i.e. educational process; personal healthcare and survival; family).</p> <p>12.3.1.C (Stage 4) Read, discuss, write and make a presentation about a culture's transitions, customs and lifestyles that represent its perspectives, beliefs and assumptions. (I.e. Peer and family relationships; Gender issues in the family and workplace; Institutional infrastructures)</p> <p>12.3.1.D (Stage 1) List and relate content subject words used in English that have origins in the target language (I.e. metric, geometry, lento, a capello, allegro, tango, soccer, Olympics, Fahrenheit, Celsius)</p> <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.A (Stage 1) Know where in the local and regional community the target language and culture are useful.</p> <p>12.5.A (Stage 2) Identify local resources for gathering</p>	
--	--	--

<p>-ART: Marc Chagal</p> <p>UNIT X – Les Vacances (12-15 days)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Travel items -At the hotel -At the train station and airport <p>Functions</p> <ul style="list-style-type: none"> -Give advice -Give information -Ask for information -Buy tickets and make a transaction <p>Grammar</p> <ul style="list-style-type: none"> -the verb “appeler” -prepositions with countries and cities -idioms with “faire” <p>Culture</p> <ul style="list-style-type: none"> -Visiting “un pays francophone” -DO’s and DON’Ts of travel -ART: Daniel Lordey 	<p>information for practical purposes and for personal enjoyment.</p> <p>12.5.A (Stage 3) Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 1) Know where in the national community the target language and culture are experienced.</p> <p>12.5.B (Stage 2) Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 4) Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.C (Stage 1) Know where the target language is spoken in the global community.</p> <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.C (Stage 4) Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.B (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p>	
---	---	--

	<p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a global level. (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local,, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global resources in English speaking communities with the target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)</p> <p>12.5.1.D (Stage 3) Use speaking, writing and reading to compare and connect the local, national and global employment opportunities for these who speak English and those who speak English and the target language. (Newspapers, employment agencies, unemployment office, college placement offices)</p> <p>12.5.1.D (Stage 4) Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to counties involvement for lifelong learning and personal enjoyment (movies and videos, drama and sports, museums and archives, Social Service agencies)</p>	
--	---	--