



Wolcott Public Schools

154 Center Street
Wolcott, Connecticut 06716
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High School Curriculum French I Grades 9-12



Children are our Future...
*Learning a World Language increases communication among
many cultures.*

Acknowledgements

Curriculum Writers: *Samantha Barrett*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Student Learning and Teaching

Date of Presentation to the Board of Education: Sept. 10, 2015

French 1 Course

French 1

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The philosophy of World Languages at Wolcott High School is to develop language skills as a means of communication in the target language. Students are encouraged to develop an appreciation for language as a basis of communication which can foster awareness of diverse cultural backgrounds and values and to accept and understand those backgrounds and values in the local community and globally. By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

Course Description:

This is an introductory course structured in a traditional college prep mode. An introduction to basic structures and culture is presented. The four skills – listening, responding, reading and writing are reinforced by the use of tapes. The World Language curriculum at Wolcott High School is designed to meet the Nine Standards of the Connecticut World Language Curriculum Framework which is based on the National Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities). Students will communicate with others in another language, understand culture to communicate and function appropriately in another culture, and use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines as well as deepen their understanding of that language and culture. Students will also make comparisons among languages and cultures, and use the knowledge of the language and culture to enrich their lives and broaden their opportunities. The structural elements of the language and cultural awareness will be reinforced through oral and written activities, realia, re-enactments of real-life situations and technology-based presentations.

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Chapitre 1 – Faisons Connaissance

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<ul style="list-style-type: none"> • Greet each other in French. Ask how the other person is doing and respond. Ask each other their names and ages. Ask each other about their likes and dislikes. • Listen to introductions of others in order to respond appropriately and/or answer questions about them. • Introduce themselves to the class. • Practice greeting each other the French way. • Discuss differences and similarities in likes and dislikes. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: have a conversation introducing yourself and giving your basic information. Ask questions to your partner. 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

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<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none">• Compare French and English subject pronouns, articles and verb conjugations.• Discuss the idea of formal vs informal communication.• Find examples of French used in their daily life, i.e. products in their home, advertisements, expressions, etc.	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: have a conversation introducing yourself and giving your basic information. Ask questions to your partner.	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book
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Chapitre 2 – Vive l'école

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Discuss with a partner your classes; what you have and when, and what you think of them. Ask each other questions to elicit answers. • Read a school schedule for understanding, discuss it, and answer questions about it • Tell the class about your favorite and least favorite classes. Say when you have them, what you think of them and why. • As a class discuss the differences in grading scales, and how these differences reflect cultural norms for students in France and America. • Students will practice telling time on both a digital and analog clock. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: discuss your classes in as much detail as possible • Create your schedule, or an ideal schedule, in French 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Real schedules from a French university • Sample questions from past <i>Bac</i> exams

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none">• Students will compare and contrast what they learn in school to what French children learn by looking at sample questions from <i>le bac</i>.• Discuss differences in school culture and the benefits and disadvantages to both cultures.• Students will find examples cognates in their everyday lives, especially in school, and share them with the class.	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: discuss your classes in as much detail as possible• Create your schedule, or an ideal schedule, in French	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book• Real schedules from a French university• Sample questions from past <i>Bac</i> exams
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Chapitre 3 – Tout pour la rentrée

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Create and perform a skit about shopping for school supplies • Listen to someone describe their classes and what they need for each one • Create a shopping list for the new school year. Say what items you need (be specific), and how much they will cost. • Discuss the advantages and disadvantages to the Euro • Play math bingo in French, using numbers 1-100 with addition, subtraction, multiplication and division 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit about shopping for school supplies 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Real euros to compare to the American dollar

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CS7 Comparisons Among Languages

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

CS8 Comparisons Among Cultures

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

- Discuss the practice of formal conversation in France to create politeness versus English
- Compare and contrast the dollar and the euro, and their respective countries. Why does the euro for the European community? Did American always have a uniform monetary unit? How can money influence and reflect a culture?
- Listening activities
- Reading activities
- Group comprehension activities
- Étape quizzes
- Chapter test
- Self-evaluation on topics learned in the unit
- Speaking assessment: create and perform a skit about shopping for school supplies
- Allez, Viens! Level 1 grammar and activity workbooks
- Allez, Viens! Level 1 textbook
- Assessment book
- Alternative assessments book
- Real euros to compare to the American dollar

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Chapitre 4 – Sports et passe-temps

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Make suggestions to a partner and accept or reject their suggestions, giving an explanation for your answer • Read letters from other students about their activities for comprehension. Respond to the letter or any questions about it • Create a presentation about activities that are done in each season and in various weather conditions, describing the activity, how it is liked and how often it is done • Discuss how France and Canada’s small streets have contributed to a pedestrian culture, and what types of things you might see on a street there versus here. • View and discuss the architecture of Quebec and contrast it with our local architecture 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Discuss your activities and respond to questions and suggestions • Project: create a presentation about activities that are done in each season and in various weather conditions, describing the activity, how it is liked and how often it is done 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Pictures of Québec

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<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none">• Discuss how different languages allow you to express things differently, and can contain ideas that aren't found in other languages (ex. <i>on</i>)• Discuss typical sports and activities in various Francophone cultures and how they are alike or different to our own• Discover the French origins to some of the activities that we enjoy in the US	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: Discuss your activities and respond to questions and suggestions• Project: create a presentation about activities that are done in each season and in various weather conditions, describing the activity, how it is liked and how often it is done	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book• Pictures of Québec
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Chapitre 5 – On va au café?

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Have a conversation in which you make suggestions on what to order and say why you agree or disagree • Read French menus to find foods you would like or not, and how much they would cost • Create a menu for a café with various foods and their descriptions and prices • Discuss how the French view of food is reflected in their eating practices. Compare them to American eating practices and what that says about our view of food. • Determine the total price of a meal. • Determine from a check how much each person would pay based on what they ordered. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit about going to a French café 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Menus from French restaurants and cafés • Websites of typical French restaurants, and American restaurants in France

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Compare and contrast American restaurants in the US and France (ex, McDonald's and Dominos) • Compare the imperative in French and English • Look at typical French restaurant and café menus to determine what is similar and different to our restaurants. • Find cognates in restaurants. • Find normal American food that has French origins. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit about going to a French café 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Menus from French restaurants and cafés • Websites of typical French restaurants, and American restaurants in France
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Chapitre 6 – Amusons-nous!

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Invite a partner to do an activity. Respond to their questions for when, where and with whom it will be. • Read advertisements for monuments in Paris. Answer questions about when it's open, how much it costs and how to get there. • Describe what you are going to do this weekend in as much detail as possible • Imagine you are a teenager in France and invite your friends to do an activity on a Wednesday afternoon • Differentiate between when to use the 24-hour clock, and when to use the 12-hour clock with conversational time 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit inviting a friend to do something with you. Your friend will use various ways to ask you for more information, and you will respond accordingly. They may make an excuse for not doing a particular activity, so you will invite them to do something else. 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

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<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none">• Compare and contrast what you have noticed about the present and <i>futur proche</i> tenses in French and English• Students will use French to talk about their personal experiences	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: create and perform a skit inviting a friend to do something with you. Your friend will use various ways to ask you for more information, and you will respond accordingly. They may make an excuse for not doing a particular activity, so you will invite them to do something else.	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book
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Chapitre 7 – La famille

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Ask your partner about certain members of their family, and answer their questions about yours. • Listen as someone describes their family and match the person with their name/relation • Describe three members of your family, give both a physical and personality description for each one. • In France, pets are considered family members. Describe your pet(s) as you would another member of your family. • Research American policies concerning families and family allocations, compare and contrast them with those in France 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Describe three members of your family, give both a physical and personality description • Project: Create a family tree of either your real or an imaginary family. Include information about each member 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Read pet shelter ads and discuss which of the pets you would like and why • Compare expressions of possessions in English and French • Discuss how varying societal views of the family and pets has led to different government and social programs in France and the US. Debate the pros and cons of each system/norms • Find cognates related to families, pets and the social norms surrounding those topics 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Describe three members of your family, give both a physical and personality description • Project: Create a family tree of either your real or an imaginary family. Include information about each member 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book
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Chapitre 8 – Au marché

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Imagine you are having dinner with a francophone family. With your group, act out what dinner might be like, including various foods. • Read someone’s shopping list and try to determine what recipe they might be making. • Think of a recipe and list the ingredients in French, which the measurements in the metric system. • Create a perform a skit about going to the market using as much Djoula as possible • Take your favorite recipes from home and convert their measurements into the metric system 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Pretend you are at the market and need to buy the given items 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

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<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none">• Compare the French partitive articles to the English equivalents.• Discuss why certain dishes are popular in Côte d’Ivoire, but not in the US. Why are the common American dishes so common?• Think of recipe that their family makes, or that they know of, that has French origins, or is typical in France	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: Pretend you are at the market and need to buy the given items	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book
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Chapitre 9 – Au téléphone

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<ul style="list-style-type: none"> • Ask a partner about their weekend and respond to questions about your own • Listen as someone describes their weekend. First, determine what they did. Next decided whether or not they had a good time. • Write about what you did last weekend. • Compare and contrast the <i>passé composé</i> with past tenses in English. Do you know more past tenses in English than just the <i>passé composé</i>? • Research cellphone and smartphone usage by French teenagers and compare it to phone use here. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Talk about what you did last weekend and whether or not you had fun 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

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Chapitre 10 – Dans un magasin de vêtements

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<ul style="list-style-type: none"> • Create and perform a skit about shopping for clothes • Listen as someone describes their favorite outfit and draw what you hear • Find outfits in a magazine and compliment or criticize them • Talk with a partner about current French styles versus your own. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit about shopping for clothes 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book • Websites of French clothing retailers

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<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none">• Discover what pronouns, object pronouns, and direct object pronouns are in English. Are there are other grammar topics that you have learned in French that also exist in English?• Discuss a typical French reaction to a compliment and how it is similar or different to how you react• Find examples of how French style has influenced American clothing	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment: create and perform a skit about shopping for clothes	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book• Websites of French clothing retailers
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Chapitre 11 – Vive les vacances!

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p>	<ul style="list-style-type: none"> • Ask a partner about their plans for vacation and respond to their questions • Read about the items and clothing that someone is bringing on vacation to determine where they are going and what they might do there • Describe your last vacation and how you liked it • Discuss what kind of <i>colonie de vacances</i> you would go in if you were a French teenager and why • Read about different <i>colonie de vacances</i> and discuss with a partner which ones you like 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

French 1

<p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<ul style="list-style-type: none">• Discuss how the Us and France's geography and size could influence their vacation cultures	<ul style="list-style-type: none">• Listening activities• Reading activities• Group comprehension activities• Étape quizzes• Chapter test• Self-evaluation on topics learned in the unit• Speaking assessment	<ul style="list-style-type: none">• Allez, Viens! Level 1 grammar and activity workbooks• Allez, Viens! Level 1 textbook• Assessment book• Alternative assessments book
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French 1

Chapitre 12 – En ville

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<ul style="list-style-type: none"> • Create and perform a skit where you are lost and need to ask directions to a certain place • Listen to directions while looking at a map to determine where the speaker is going • Pick a place in town and without telling what the place is, give directions to it • Research what means of transportation are available in your area • Discuss why some modes of transportation are more popular in France than in the US 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Étape quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: create and perform a skit where you are lost and need to ask directions to a certain place 	<ul style="list-style-type: none"> • Allez, Viens! Level 1 grammar and activity workbooks • Allez, Viens! Level 1 textbook • Assessment book • Alternative assessments book

French 1

Pacing Guide

Introduction to French

August - September

The Francophone world	The French alphabet
Famous Francophones	Accents
Why learn French?	Numbers 0-20
Common francophone names	Basic School expressions

Chapitre 1 – Faisons Connaissance!

September

- Salutations
- Asking how people are and telling how you are
- Asking someone's name and age and giving yours
- Non-verbal communication
- French ways of greeting others
- Expressing likes, dislikes, and preferences about thing
- Thing you like and dislike
- *Ne...pas*
- The definite articles
- Gender of nouns
- Expressing likes, dislikes, and preferences about activities
- Activities you like and dislike
- Subject pronouns and –ER verbs

Chapitre 2 – Vive l'école!

September - October

- Agreeing and disagreeing
- School subjects
- Grade levels in France
- Le Bac
- School schedules in France
- Official versus conversational time
- French grading system
- *Si* versus *oui* to contradict a negative statement
- Asking for and giving information
- Telling when you have class
- Times of the day
- Days of the week
- Numbers 20-59
- The verb *avoir*
- Asking for and expressing opinions
- Liaison

French 1

Chapitre 3 – Tout pour la rentrée ***October***

- Making and responding to requests
- Asking others what the need and telling what you need
- School supplies
- Indefinite articles
- Telling what you'd like and what you'd like to do
- Items for school and fun
- Colors
- Demonstrative adjectives
- Adjective agreement and placement
- Getting someone's attention; asking for information; expressing thanks
- Numbers 60-201
- Shopping culture in France
- The euro

Chapitre 4 – Sports et passe-temps ***October - November***

- Old and new in Québec city
- Telling how much you like or dislike something
- Sports and hobbies
- Expressions with *faire* and *jouer*
- Question formation
- Exchanging information
- Weather
- Seasons
- Times
- Months
- *De* after a negative verb
- The verb *faire*
- The pronoun *on*
- Making, accepting, and turning down suggestions
- Adverbs of frequency
- Fahrenheit versus Celsius
- Sports in francophone countries

French 1

Chapitre 5 – On va au café?

November

- Making suggestions and excuses
- Making recommendations
- Foods and beverages
- The verb *prendre*
- Getting someone's attention
- Ordering food and beverages
- The imperative
- Inquiring about and expressing likes and dislikes
- Paying the check
- Café culture
- Politeness in restaurants

Chapitre 6 – Amusons-nous!

November-December

- Making plans
- Things to do
- Places to go
- Using *le* with days of the week
- The verb *aller*
- Using *aller* + infinitive to make the *futur proche*
- Contractions with *à*
- Extending and responding to invitations
- The verb *vouloir*
- Arranging to meet someone
- Information questions
- Conversational time expressions

Chapitre 7 – La famille

December-January

- Identifying people
- Introducing people
- Family members
- Possession with *de*
- Possessive adjectives
- Describing and characterizing people
- Adjectives to describe people
- Adjective agreement
- The verb *être*
- Asking for, giving and refusing permission
- Chores
- Family allocations in France
- Pet culture in France

French 1

Chapitre 8 – au marché

February-March

- Expressing need
- Foods
- The partitive and indefinite articles
- *Avoir besoin de*
- Making, accepting, and declining requests
- Telling someone what to do
- Expressions of quantity
- The verb *pouvoir*
- *De* with expressions of quantity
- Offering, accepting, or refusing food
- Meals
- The pronoun *en*
- Market language Djoula
- Grocery shopping in francophone countries
- Metric system of measurement
- Typical foods of the Côte d'Ivoire
- Typical French breakfast

Chapitre 9 – Au téléphone

March

- Asking for and expressing opinions
- Inquiring about and relating past events
- Daily events
- The *passé composé* with *avoir*
- Placement of adverbs with the *passé composé*
- Making and answering a phone call
- -RE verbs, *répondre*
- Sharing confidences and consoling others
- Asking for and giving advice
- The pronouns *le, la, les, lui* and *leur*

Chapitre 10 – Dans un magasin de vêtements

April

- Asking for and giving advice
- Clothing
- The verb *mettre*
- The verb *porter*
- Expressing need, inquiring about clothing
- Adjectives used as nouns
- -IR verbs, *choisir*
- Asking for an opinion
- Paying a compliment
- Criticizing
- Hesitating

French 1

- Making a decision
- The direct object pronouns *le, la* and *les*
- *C'est* versus *il/elle est*
- Clothing sizes in France
- Current French fashions

Chapitre 11 – Vive les vacances!

April-May

- Inquiring about and sharing future plans
- Expressing indecision
- Expressing wishes
- Asking for advice
- Making, accepting, and refusing suggestions
- Vacation places and activities
- The prepositions *à* and *en*
- Reminding, reassuring
- Seeing someone off
- Travel items
- The verbs *partir, sortir, and dormir*
- Asking for and expressing opinions
- Inquiring about and relating past events
- *Colonies de vacances*

Chapitre 12 – En ville

May

- Pointing out places and things
- Buildings
- Things to do or buy in town
- Making and responding to requests
- Asking for advice and making suggestions
- Means of transportation
- The pronoun *y*
- Asking for and giving directions
- Locations
- Contractions with *de*
- French towns
- Driver's license in France
- DOM-TOMs

French 1

Essential Questions

❖ Chapitre 1

1. How does one greet one another in French?
2. How does one express and ask how you are, names and ages?
3. How does one express and ask about basic likes and dislikes?
4. How does one express and ask about preferences for activities?
5. How can one use non-verbal communication to aid in communication?
6. How are sentences made negative in French?
7. What are the definite articles in French?
8. What are the subject pronouns in French?
9. How does one conjugate regular –ER verbs in French?
10. How does intonation differ in French from English?
11. How can one use intonation to form a question?
12. What are the numbers 1-20 in French?

❖ Chapitre 2

1. How does one talk about one's classes in French?
2. How does one ask and tell what classes one has and when?
3. How does one agree or disagree with a statement?
4. What is *le bac*?
5. How does one conjugate the verb *avoir*?
6. When does one use *si* in French?
7. What are the similarities and differences in typical French and American school schedules?
8. What are the numbers 20-59 in French?
9. What is the difference between conversational and official time?
10. How does one ask for and give one's opinion about classes?
11. How is the French system of grading different from ours?

❖ Chapitre 3

1. What are the indefinite articles in French and how do we use them?
2. How is shopping different in France and the US?
3. How does one ask for an item?
4. How does one ask about and tell what items are necessary for a particular class?
5. What are demonstrative adjectives? How do we use them in English and French?
6. How does one make adjectives agree?
7. Where do adjectives go in a French sentence?
8. What are the numbers 60-999 in French?
9. What is the Euro and which countries currently use it?
10. What are the advantages to the Euro?
11. How does one ask about and give the price of an item?

French 1

❖ **Chapitre 4**

1. How is Québec similar and different to both the US and Europe?
2. How does one conjugate the verbs *faire* and *jouer*?
3. What are the *de* and *à* contractions and when do we use them?
4. How does one express degrees of liking or disliking?
5. How does one form a question using *est-ce que*?
6. How does one ask and talk about one's sports and activities?
7. What are the different uses for the subject pronoun *on*?
8. How does one describe the weather throughout the year?
9. What is the difference between Fahrenheit and Celsius and how do convert between the two?
10. How does one make, accept and reject suggestions for activities?
11. How does one express how often an activity is done?
12. What is the difference between the [u] and [y] sounds in French?

❖ **Chapitre 5**

1. How does one make excuses in order to turn down a suggestion in French?
2. What are some typical French café foods and beverages?
3. How does one conjugate the verb *prendre*?
4. How does one get a waiter's attention, make a suggestion and order food?
5. How does one ask about food and beverages in a restaurant?
6. How does one ask for and pay the check?
7. How does one express likes and dislikes at a restaurant?
8. What are the similarities and differences of dining in the US versus France?
9. What is the imperative, when is it used, and how is it formed in French?
10. What are some of the famous places in Paris?

❖ **Chapitre 6**

1. How does one ask about someone's plans and respond to the question?
2. How does one differentiate between something done once, or regularly (i.e. every Monday)?
3. How does one conjugate the verb *aller*?
4. How does one invite someone to go somewhere or do something?
5. How does one accept or reject an invitation?
6. How does one conjugate the verb *vouloir*?
7. What are the question words in French?
8. How does one give specific information on when, where, with whom and at what time something is happening?
9. How does one give the time?
10. What is the difference between official and conversational time?
11. What are three ways to form information questions?
12. How do you form and use the *futur proche*?

French 1

❖ Chapitre 7

1. How does one identify and introduce family members?
2. What are the possessive adjectives in French, how are they used, and how are they different from those in English?
3. What are two ways to show possession in French?
4. How the idea of family differ in the US and France, and how this expressed in the culture?
5. How does one ask about and describe one's own and other people's personalities?
6. How does one make irregular adjectives agree?
7. How does one conjugate the verb *être*?
8. How does one ask for, give and refuse permission?
9. What are some household chores that a typical teenager would do and how are they expressed in French?
10. What are the cultural differences concerning pets in the US and France?

❖ Chapitre 8

1. How does one say basic foods in French?
2. What are the partitive articles?
3. When are the partitive articles used versus the indefinite articles?
4. What is the market language in Côte d'Ivoire, and why is it necessary?
5. How does one express need in French?
6. How does one conjugate the verb *pouvoir*?
7. How does one make, accept and decline a request?
8. What are some ways to tell someone to do something?
9. What are the quantities used in French, related to foods?
10. What is the metric system, what are its units, and how is converted to and from the American system?
11. What are some typical francophone foods for each meal?
12. How does one offer, accept or refuse food?
13. What is a pronoun and how are they used in English and French?
14. Why and how is the pronoun *en* used?

❖ Chapitre 9

1. How does one ask for and express an opinion?
2. How is the *passé composé* formed?
3. How is the *passé composé* used?
4. How does one inquire and relate past events?
5. How does one conjugate regular –RE verbs?
6. What are the correct ways to make and answer a phone call in French?
7. How does one share confidences and console others?
8. How does one ask for and give advice?

French 1

❖ Chapitre 10

1. How does one describe basic clothing in French?
2. How does one conjugate the verb *mettre*?
3. How does one ask for and give advice about clothing?
4. How does one respond to questions from a salesperson?
5. How does one inquire about clothing items?
6. How does one conjugate regular –IR verbs?
7. How does one ask for an opinion on clothing?
8. How does one compliment or criticize clothing?
9. What are direct object pronouns?
10. What are the French direct object pronouns and how are they used?
11. How does one express hesitation and making a decision?
12. What is the difference in using *il/elle/ils/elles* and *c'est*?

❖ Chapitre 11

1. How does one inquire about express vacation plans?
2. How does one talk about different vacation places and countries in France?
3. How does one remind someone about items for a trip?
4. How does one reassure and send someone off?
5. How does one conjugate the verb *partir*?
6. How does one ask for and express opinions about a trip?
7. What are the similarities and differences in vacations for teenagers in the US and France?

❖ Chapitre 12

1. What are some specialty stores that you might find in France?
2. How does one point out places and things around town?
3. How does one make and respond to requests?
4. What is the pronoun *y* and how is it used?
5. What are various modes of transportation in French?
6. What are place prepositions?
7. How are place prepositions used in French?
8. How does the available transportation affect one's life and culture?
9. What are the DOM-TOMs, and what are their American equivalents?
10. How does one ask for and give directions?

French 1

Skills Objectives

Students will be able to:

❖ Chapitre 1

- Greet one another and use salutations.
- Use both verbal and non-verbal communication to state how they are.
- Give and ask their names, ages and basic likes, dislikes and preferences.
- State and ask about preferences for things and activities.
- Identify and properly use the French subject pronouns.
- Conjugate regular –ER verbs
- Count up to 20 in French

❖ Chapitre 2

- Talk about their classes, what they have, when, and how they like it
- Ask about someone else's classes, what they have, when and how they like it
- Agree and disagree with someone else's statements
- Use *si* correctly to disagree with a statement
- Conjugate *avoir* correctly
- Count up to 60 in French
- Read and understand a French school schedule
- Fill out their own school schedule in French
- Give time using the 24-hour clock, or official time
- Ask for and give their opinions about their classes

❖ Chapitre 3

- Make and respond to requests
- Ask others what they need and tell what you need
- Identify school/classroom supplies in French
- Tell what you'd like and what you'd like to do
- Identify the basic colors in French
- Identify some basic clothing and accessories in French
- Identify which item you are talking about using demonstrative pronouns
- Get someone's attention in a store
- Ask for information
- Express and respond to thanks
- Count up to 999 in French

❖ Chapitre 4

- Describe what sports and activities you like to do
- Tell how much you like or dislike something
- Form questions using intonation and *est-ce que*
- Use the subject pronoun *on* and differentiate between its meanings
- Identify the months, seasons and days of the week in French

French 1

- Describe basic weather
- Convert Fahrenheit to Celsius and vice versa
- Tell what they do during different times, weather situations and seasons
- Exchange information
- Make, accept, and turn down suggestions
- Say how often they do something
- Hear the difference between [u] and [y]

❖ Chapitre 5

- Make suggestions, excuses and recommendations
- Identify typical French café food and beverages
- Express hunger and thirst
- Get someone's attention
- Order food and beverages
- Ask about the menu
- Inquire about and express likes and dislikes
- Ask for and pay the check
- Identify some of the famous places in Paris

❖ Chapitre 6

- Make plans
- Identify places around town
- Describe activities to do in town
- Extend and respond to invitations
- Arrange to meet someone
- Ask for information in three different ways
- Give informational details
- Use the *futur proche* correctly

❖ Chapitre 7

- Identify and introduce people
- Correctly possessive adjectives
- Use *de* to show a relationship or ownership
- Describe and characterize people
- Identify the similarities and differences in family values as expressed by the government in the US and France
- Make common irregular adjectives agree
- Identify the similarities and differences in regards to pets in the US and France
- Ask for, give, and refuse permission
- Identify common household chores

❖ Chapitre 8

- Express need
- Identify and talk about basic foods
- Make, accept, and decline requests
- Identify specific quantities

French 1

- Use the partitive and indefinite articles to talk more specifically about foods
- Understand the units in the metric system, and how to say them in French
- Tell someone what to do
- Offer, accept, or refuse food
- Describe typical francophone foods for each meal
- Use the pronoun *en*

❖ **Chapitre 9**

- Ask for and express opinions
- Inquire about and relate past events
- Correctly form and use the *passé composé*
- Make and answer a phone call
- Conjugate regular –RE verbs
- Share confidences and console others
- Ask for and give advice

❖ **Chapitre 10**

- Identify and describe basic clothing
- Ask for and give advice about clothing
- Express need
- Inquire about clothing
- Ask for an opinion on clothing
- Pay a compliment and criticizing clothing
- Express hesitation and make a decision

❖ **Chapitre 11**

- Inquire about and share future plans
- Talk about where you are going for a vacation
- Use the correct preposition for where they are going
- Express indecision
- Express wishes
- Ask for advice
- Make, accept, and refuse suggestions
- Remind, reassure and send someone off
- Ask for and express opinions
- Inquire about and relate past events using the *passé composé*

❖ **Chapitre 12**

- Point out places and things
- Identify common buildings in a town
- Make and respond to requests
- Ask for advice and make suggestions
- Identify modes of transportations
- Correctly use the pronoun *y*
- Ask for and give directions using place prepositions

French 1

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]

Assessments are aligned to the curriculum. Assessments will be developed throughout the year as well as within the Data teams. These will appear in our World Language Data Team Assessment folder/ binder.