

French I – Overview & Goals

Chapter	Goals	End products: *subject to change
<p><u>Pre-Chapter 1: “The Basics”</u></p> <ul style="list-style-type: none"> • Icebreakers • Why learn French? • French-speaking countries • Alphabet/accent marks • Cognates • Classroom expressions • Famous French-speaking people • #s 0-30 	<ul style="list-style-type: none"> • Students will get to know one another & understand the importance of learning French • Students will be able to identify French-speaking countries around the world. • Students will be able to accurately pronounce the letters of the French alphabet, recognize the accent marks & spell their names. • Students will be able to identify cognates. • Students will be able to use common classroom expressions. • Students will be able to recognize famous French-speaking people. • Students will be able to count up to 30 and tell their address and phone number. 	<ul style="list-style-type: none"> • Quiz #1: Alphabet & diacritics • Quiz #2: Presentation (Francophone countries) • Quiz #3: Numbers 0-30
<p><u>Chapter 1: “Who am I?”</u></p> <ul style="list-style-type: none"> • Greetings & Gestures • Greetings in francophone countries • Name & Age & Birthday • Subject pronouns 	<ul style="list-style-type: none"> • Students will be able to greet others and introduce themselves appropriately in both formal & informal settings. • Students will be able to identify cultural differences related to 	<ul style="list-style-type: none"> • Chapter 1 Greetings skit: Perform a memorized skit with a partner • Quiz #1: Basic vocab, name & age, greetings

<ul style="list-style-type: none"> • Tu vs. Vous • Likes & Dislikes (+basic vocab) • Articles • Leisure activities • Calendar (months, days of week) • Self-descriptions (personality + physical) • Nationalities • Verbs: être (=to be) & -er verbs 	<p>how people greet one another in various francophone countries</p> <ul style="list-style-type: none"> • Students will be able to ask how someone is doing and answer when someone asks them. • Students will be able to tell how old they are and their birthday. • Students will be able to tell a few things & activities they like and don't like. • Students will be able to tell the date and talk about their favorite days of the week and months of the year. • Students will be able to tell where they are from and their nationality. • Students will be able to describe their personality and physical appearance with a few words as well as compare themselves to others. 	<ul style="list-style-type: none"> • Quiz #2: Calendar (days of week, months) • Quiz #3: -er verb conjugations • Assignment: "C'est moi poster" (Students will make a poster about themselves using the Chapter 1 vocabulary) • Chapter 1 Project: <ul style="list-style-type: none"> • a) Speaking part: Introduce your partner to the class in French (slideshow with titles & pictures) • b) Listening part: Fill out a given chart during your classmates' presentations • c) Writing part: Written assessment on Chapter 1 material • d) Reading part: Read passages & answer questions about them
<p><u>Chapter 2: "Who's in my family?"</u></p> <ul style="list-style-type: none"> • Family member vocab • Possessive adjectives • Colors • Physical traits • Personality traits • Adjective agreement + placement • Verbs: être (=to be) & avoir (=to have) 	<ul style="list-style-type: none"> • Students will be able to identify members of their family from a photo and tell their names & ages • Students will be able to compare their family with families in other communities • Students will be able to describe their family members' personalities and physical 	<ul style="list-style-type: none"> • Quiz #1: Family member vocab • Quiz #2: Adjectives, verb: avoir, numbers • Assignment: Students will make a family tree in French • Assignment: padlet presentation about family members • Chapter 2 Project: <ul style="list-style-type: none"> • a) Speaking part: Create

<ul style="list-style-type: none"> • Preferences vocabulary • Numbers 31-69 	<p>appearance with several words</p> <ul style="list-style-type: none"> • Students will be able to describe their hair style (color, length, & style) • Students will be able to tell a few activities that their family members like and don't like to do • Students will be able to ask questions about other people's family members • Students will be able to describe their physical appearance with some details (such as eye color, freckles, braces, etc.) • Students can express their preferences using a variety of starter phrases. • Students will be able to count to 69 	<p>presentations about their made-up "class families"</p> <ul style="list-style-type: none"> • b) Listening part: Fill out a given chart during classmates' presentations • c) Reading part: Read passages and answer questions about them • d) Writing part: Written assessment on Chapter 2 material
<p><u>Chapter 3: "How am I educated?"</u></p> <ul style="list-style-type: none"> • School supplies / articles • #s 70-100 • School subjects • Opinions • Schools in France • School-related vocabulary • School-related activities • Telling time • -er/-ir/-re verbs • Basic comparisons & superlatives 	<ul style="list-style-type: none"> • Students will be able to identify and request various school supplies • Students will be able to count up to 100 • Students will be able to compare their school experience with students in other communities. • Students will be able to describe their school schedule including times. 	<ul style="list-style-type: none"> • Quiz #1: school supplies • Quiz #2: numbers • Quiz #3: time & school subjects • Quiz #4: verb conjugations • Chapter 3 memorized skit: talk about your school experience with a partner • Chapter 3 Project: • a) Speaking part: presentation about life at FHS

	<ul style="list-style-type: none"> • Students will be able to talk about their school- related activities. • Students will be able to ask others about their school experience and share their opinions and comparisons. • Students will be able to conjugate the 3 main types of regular verbs in the present tense: ir, re, er verbs • Students can understand what they read and hear about other students' school experiences. 	<ul style="list-style-type: none"> • b) Listening part: fill out given chart during presentations • c) Writing part: Written assessment on Chapter 3 material • d) Reading part: Read passages & answer questions
<p><u>Chapter 4: "How do I spend my time?"</u></p> <ul style="list-style-type: none"> • Québec culture • Sports & Leisure activities • Verbs: faire / jouer • Seasons & Weather • Adverbs of frequency • Suggestions • Places in a city • Basic directions • Future tense / Verb: aller • Transportation 	<ul style="list-style-type: none"> • Students will be able to identify various aspects of Quebec culture • Students will be able to tell several activities they enjoy (and don't like) in their free time with some details (such as where, when, how often & with whom). • Students will be able to ask other students about their preferred activities and invite them. • Students will be able to identify the 4 seasons and talk about the weather forecast. • Students will be able to identify various places in a city. 	<ul style="list-style-type: none"> • Quiz #1: sports & activities • Quiz #2: weather & seasons • Assignment: Students will make a travel brochure on the province of Québec. • Assignment: Students will make a weather/season poster about activities they like to do in each • Chapter 4 Skit: memorized conversation about sports/activities, the weather, suggestions • Chapter 4 Project: <ul style="list-style-type: none"> • a) Speaking part: Make a presentation using Chapter 4 vocabulary • b) Listening part: Fill in given

	<ul style="list-style-type: none"> Students will be able to understand and give basic directions between places around a city. Students will be able to talk about their plans for the weekend. 	<p>chart during classmates' presentations</p> <ul style="list-style-type: none"> c) Reading part: Read passages & answer questions d) Writing part: Written assessment on Chapter 4 material
<p><u>Chapter 5: "Let's eat at the café"</u></p> <ul style="list-style-type: none"> Paris Café food & drinks Verb: prendre (=to take) Getting by in a café Opinions about food Christmas in France Final exam review 	<ul style="list-style-type: none"> Students will be able to identify various facts about Paris. Students will be able to identify various food & drink items found at a French café. Students will be able to understand what they read & hear on a café menu. Students will be able to ask other students about their preferred foods. Students will be able to fulfill basic roles of a waiter or client. Students will become familiar with holiday traditions in France. Students will review for the final exam and teach the class a mini lesson about a given concept. 	<ul style="list-style-type: none"> Quiz#1: Café food & drinks / verb: prendre Chapter 5 skit: perform a conversation between waiter & customer Mini lesson presentations (teach the class a given concept to help review for the final exam)