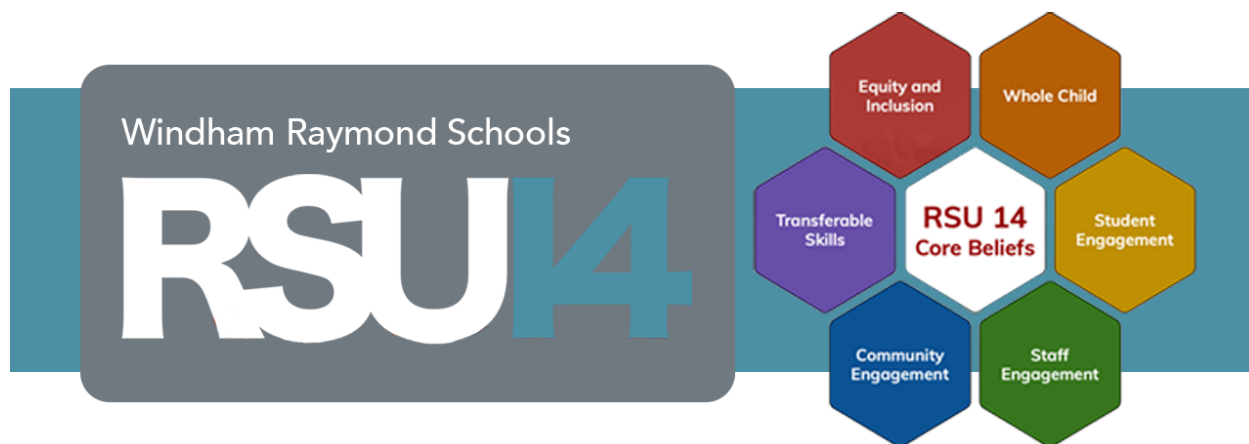




Curriculum Guide

Department: World Languages

Course Name: French 1

Instruction will focus on beginning vocabulary and grammar concepts. *Students will explore units designed around (but not limited to) : greetings, describing themselves and others, and talking about school and family life. In all courses, students are required to do oral presentations and cultural projects.*

French 1 is an introductory course in which students will learn the four basic skills of reading, writing, listening, and speaking. The course stresses real-life situations and conversations. Students will also learn French grammar and sentence structure. Cultural topics and geography of the French-speaking world will be explored. At the end of the year, students will have acquired practical vocabulary and a basic knowledge of French necessary for communication.

Full Year, 1 Credit

Level: Academic

[Maine Learning Results - World Languages](#)

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION: Engage in conversations and informal written correspondence on a variety of topics.

- A. Ask and respond to questions about familiar topics based on their own lives and interests.
- B. Express and elicit feelings and emotions in the target language.
- C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
- D. Provide and exchange detailed information on familiar topics in formal and informal social situations.

I can statements

Unit 1: I can have a conversation introducing myself and meeting new people.

Unit 2: I can discuss my classes, school materials, and teachers.

Unit 3: I can discuss my family and friends with others.

Unit 4: I can discuss places to visit in town, and food that I eat.

INTERPRETIVE COMMUNICATION: Understand and interpret written and spoken language on a variety of topics.

- A. Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
- B. Apply comprehension strategies to interpret text.
- C. Classical languages only - Provide literal translations of Latin and ancient Greek texts.

I can statements

Unit 1: I can recognize cognates and read basic sentences.

Unit 2: I can read and interpret information about schools in the Francophone world..

Unit 3: I can recognize functional phrases for talking about family through film & cultural readings in French.

Unit 4: I can interpret functional phrases for making invitations and plans about pastimes.

PRESENTATIONAL COMMUNICATION: Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.

- A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
- B. Narrate stories about experiences or events familiar to them orally or in sign language.*
- C. Write narrative and expository/ informational compositions in the target language.
- D. Deliver oral/signed presentations related to the culture in which the target language is spoken.

I can statements

Unit 1: I can pronounce the alphabet, vowels and different letter combinations..

Unit 2: I can present a comparison of schools & educational practices in The French-speaking world.

Unit 3: I can write and speak about my family.

Unit 4: I can write and speak about my pastimes and hobbies.

COMPARISON of Practices, Products and Perspectives: Compare the nature of language and the culture(s) of the target language with one's own.

- A. Compare the target language with English to better understand language systems.
- B. Describe practices and perspectives of a culture(s) in which the target language is spoken.
- C. Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
- D. Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- E. Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

I can statements

Unit 1: I can compare and use subject pronouns and the verb to be.

Unit 2: I can compare and conjugate -er verbs and use interrogatives.

Unit 3: I can compare and conjugate the verb avoir & être, conjugate “er” verbs and expression negation, I can use interrogatives.

Unit 4: I can compare and conjugate stem-changing and irregular verbs.

COMMUNITIES: Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.

- A. Identify connections between target language and another content area using either English or the target language.
- B. Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.
- C. Explain the importance of culture and language acquisition in a 21st century global economy.
- D. Use language within and beyond the school setting.

I can statements

Unit 1: I can explain why learning a world language is essential in the 21st century.

Unit 2: I can show respect and interact appropriately with citizens of French-speaking cultures.

Unit 3: I can do a Pen pal exchange TBC. Vidéos: Dansons la Capucine/Le Chien Panda/Les Guilis guilis

Unit 4: I can go on a Virtual supermarket scavenger hunt.

21st Century Skills/Guiding Principles for course:

- ☐ **A Clear and Effective Communicator who:**
 - ☐ Adjusts communication based on the audience
- ☐ **A Self-Directed and Lifelong Learner who:**
 - ☐ Recognizes the need for information and locates and evaluates resources
- ☐ **An Integrative and Informed Thinker who:**
 - ☐ Applies ideas across disciplines
- ☐ **A Responsible and Informed Citizen who:**
 - ☐ Understands and respects diversity
 - ☐ Accepts responsibility for personal decisions and actions
- ☐ **A Creative and Practical Solver who:**
 - ☐ Identifies patterns, trends, and relationships what apply to solutions
 - ☐ Uses information and technology to solve problems.

Curriculum Activities/ Units may include:

- > Website activities (these are just a few samples)
- > Grammar “stations”
- > Journal writing
- > Paired conversations

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: Pobre Ana, Las Piratas