Name of Course: French 1

Course Overview:

Summary:

World language classes focus on ***communication and cultural awareness***. You will learn to speak, listen, read, and write through paired practice, small group work, and role plays. Emphasis will be placed upon being able to use language in meaningful, real-life situations. By the end of the year, you will have been introduced to skills, knowledge, and attitudes that will help you live and work in an increasingly global society.

In accordance with the WHS Vision of the Graduate, language students will:

- Demonstrate proficiency expected of an Intermediate language learner
- Interpret, critique and synthesize information
- Engage in opportunities for social, academic and cultural growth
- Connect with people and resources to capitalize on learning experiences
- Listen to alternative ideas and communicate responses cogently and respectfully

Performance Indicators:

1.1. Ask and respond to questions about familiar topics based on their own lives and interests.
1.2 Express and elicit feelings and emotions in the target language.
1.3 Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
1.4 Provide and exchange detailed information on familiar topics in formal and informal social situations.
2.1 Identify main ideas, topics, and specific information in a variety of authentic auditory or written materials.
2.2 Apply comprehension strategies to interpret text.
3.1 Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
3.2 Narrate stories about experiences or events familiar to them (orally).
3.3 Write narrative and expository/ informational compositions in the target language.
3.4 Deliver oral presentations related to the culture in which the target language is spoken. **(not formally assessed at junior high)**

4.1 Compare the target language with English to better understand language systems.
4.2 Describe practices and perspectives of a culture(s) in which the target language is spoken.
4.3 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. **(not formally assessed at junior high)**
4.4 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. **(not formally assessed at junior high)**
4.5 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. **(not formally assessed at junior high)**
5.1 Identify connections between target language and another content area using either English or the target language.
5.2 Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study. **(not formally assessed at junior high)**
5.3 Explain the importance of culture and language acquisition in a 21st century global economy. **(not formally assessed at junior high)**
5.4 Use language within and beyond the school setting.

Unit of Study	Essential Question(s)	Content/Skill/Concept	Instructional Strategies
Introduction to the language and daily expressions	• How do target language speakers greet each other? • How is French different from English? • Why does the target language sound different? • How is the calendar different?	• **Greetings and courtesies** • **Levels of formality** • **numbers,** • **Weather,** • **days,** • **months,** • **dates,** • **colors**	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Freewriting, Greetings, Homework,

			Listening Comprehension, Modeling
Self-description	• How do I describe myself?	• Être • Descriptive adjectives • Adjective agreement • Ne…pas • Subject pronouns	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Awards, Comprehensible Input, Freewriting, Greetings, Homework, Listening Comprehension, Modeling
Activities & clothing	• Why do I wear what I wear? • How do I describe what I'm wearing? • How do I describe what other people are wearing? • What do I do with my free time?	• **regular -er verbs** • **Time** • **Definite and indefinite articles**	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Freewriting, Greetings, Homework, Listening Comprehension, Modeling
Family	• Who do I consider to be part of my family?	• Avoir • Family vocabulary • Describe family members • Pets • Possessive adjectives	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Freewriting, Greetings, **Homework, Listening Comprehension, Modeling**
Home	• How does my home compare to homes in Francophone regions?	• Faire • Chores • House vocabulary • Prepositions of place	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction,

			Freewriting, Greetings, Homework, Listening Comprehension, Modeling
Town	• How do towns in Southern Maine compare with towns in Francophone regions?	• Aller • Town vocabulary • Prepositions of place	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Freewriting, Greetings, Homework, Listening Comprehension, Modeling
Food	• Why do I eat what I eat?	• -ir verbs • -re verbs	Warm up, direct instruction, popcorn calling, partner activities, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Freewriting, Greetings, Homework, Listening Comprehension, Modeling