

Wallingford Public Schools - COURSE OUTLINE

Course Title: French 1	Course Number: 4113
Department: World Languages	Grade(s): 7-12
Level: Academic	Credit: 1
Course Description French 1 is designed to teach the basic elements of the French language and culture. Through short dialogues using everyday vocabulary, students will begin to speak, read, write and understand spoken French. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture.	
Required Instructional Materials <i>Allez, Viens!</i> , HRW, 2000	Completion/Revision Date Approved by Board of Education on: May 15, 2006

Mission Statement of the Curriculum Management Team

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

Enduring Understandings for the Course

- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

<u>LEARNING STRAND</u>	
1.0 Communicating Through Speaking	
<u>ENDURING UNDERSTANDING(S)</u> <ul style="list-style-type: none"> • Communicating in at least one other language allows people to obtain information, express feeling and exchange opinions with a wider audience. • Interpreting spoken language is essential to good communication and building rapport. • Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • What strategies can I use to communicate more effectively? • How can one express complex ideas using simple terms? • How can I avoid reverting to English grammar and syntax when I speak French? • What cues do I listen and watch for before I respond? • How do I figure out meaning when I don't understand the words?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i> <ul style="list-style-type: none"> 1.1 Recognize the meaning of French vocabulary relating to everyday life. 1.2 Speak in simple sentences. 1.3 Ask and respond to questions. 1.4 Conduct a simple dialogue. 	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>Allez, viens!</i>, Activities for Communication Workbook • <i>Allez, viens!</i> Teaching transparencies • <i>Allez, viens!</i> Audio CD program • Manipulatives (with classroom items, clothing, food) • <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Drill and practice • Modeling (pronunciation, syntax) • Oral presentations (dialogues) • Projects (i.e. collages, dialogues, photo albums) • Role-playing • Text-based projects • Didactic questions (questions which tend to have a single answer) • Games (vocabulary bee, loterie, bingo, the letter game, scategories) • Student interviews • Peer teaching • Prompted dialogues – developed and then performed for the class • Cooperative learning activities <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Dialoging • Teacher observations

- Oral presentations
- Projects
- Student performances
- Tests/quizzes
- Peer assessment

<u>LEARNING STRAND</u>	
2.0 Communication Through Listening	
<u>ENDURING UNDERSTANDING(S)</u> <ul style="list-style-type: none"> • Interpreting spoken language is essential to good communication and building rapport. • Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • What do I hear when I listen? • What cues do I listen and watch for before I respond? • How do I figure out meaning when words are not understood? • Why can't I translate everything? • How do I figure out meaning when I don't understand the words?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i> <p>2.1 Explain in English something heard in French (simple sentences, present tense etc.).</p> <p>2.2 Identify the main ideas, themes, and some details from authentic media or live presentations.</p> <p>2.3 Apply a variety of strategies for comprehension such as:</p> <ul style="list-style-type: none"> - Listening for the general idea - Listening for recognizable words - Asking a question to clarify meaning - Interpreting context to infer meaning - Watching for facial expressions and gestures <p>2.4 Maximize use of the French language on a daily basis.</p>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>Allez, viens!</i>, video series • <i>Allez, viens!</i>, audio CD program • <i>Allez, viens!</i>, additional listening activities • Contemporary French music <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • <i>Allez, viens!</i> video series with follow up discussion • Cloze activities (choosing the correct words/terms to fill in blanks in text) • Student interviews • Games (bingo) • Dialogues • Role-playing • Mnemonic devices • Listening activities (utilizing the instructional support materials) • Create a song to remember key vocabulary and pronunciation • Peer teaching <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Listening tests and quizzes • Teacher observations • Simple dialoging • Student participation • Checking for comprehension with didactic questioning (questions which tend to have a single answer) • Student performances • Projects • Peer assessment

LEARNING STRAND

3.0 Communication Through Writing

ENDURING UNDERSTANDING(S)

- Written language is essential to good communication.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- How can I create a meaningful sentence?
- How can I use the dictionary effectively?
- What can I do when I don't have the words to write what I am thinking?

LEARNING OBJECTIVES *The student will:*

- 3.1 Write sentences to demonstrate effective communication.
- 3.2 Construct simple paragraphs to reinforce concepts.
- 3.3 Create dialogues using current vocabulary.
- 3.4 Compose notes or short letters in the target language to peers.

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, practice and activity workbook
- *Allez, viens!*, grammar and vocabulary workbook

SUGGESTED INSTRUCTIONAL STRATEGIES

- Writing activities (self descriptions, likes and dislikes/preferences, etc.)
- Data gathering (conduct and report on student surveys)
- Modeling (syntax)
- Peer editing (noun/adjective agreement, present tense)
- Write a short poem in French
- Practice impromptu writing
- Create authentic writing pieces such as letters or journals in French
- Write simple poems using the cinquain format

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation
- Teacher observations

LEARNING STRAND

4.0 Structure

ENDURING UNDERSTANDING(S)

- Comparing English with other languages is important to understanding the nature of language.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- Why isn't a dictionary enough?
- How does my understanding of structure affect my ability to communicate?
- Why does word order matter?
- How can I avoid transferring English grammar to French?

LEARNING OBJECTIVES *The student will:*

- 4.1 Use regular and irregular verbs in the present and past (passé composé) tenses.
- 4.2 Analyze nouns and adjectives for agreement (gender and number).
- 4.3 Compare sentence structure between French and English.
 - Question formation
 - Noun and adjective placement
 - Connection between verbs and subject pronouns
 - Formal and informal subject pronouns
- 4.4 Recognize and use vocabulary words that relate to everyday life.

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, grammar and vocabulary workbook
- *Allez, viens!*, practice and activity workbook
- www.goHRW.com

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice (question and answering, present tense verbs, noun/adjective agreement)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (noun/adjective agreement, present tense)
- Play "Pictionary" with vocabulary words
- Grammar quest – locate examples of grammatical structures in authentic texts and translate them
- Keep an ongoing verb folder of regular verb conjugations and key irregular verb conjugations

SUGGESTED ASSESSMENT METHODS

- Writing
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Teacher generated worksheets

LEARNING STRAND

5.0 Reading and Literature

ENDURING UNDERSTANDING(S)

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- How do I figure out meaning when words are not understood?
- How do I use context clues to understand the main idea?
- How can I avoid a word-for-word translation?

LEARNING OBJECTIVES *The student will:*

- 5.1 Translate simple paragraphs and dialogue.
- 5.2 Comprehend simple advertisements, product labels etc.
- 5.3 Use reading strategies to figure out unknown words such as rereading, sounding out, reading on, finding known parts within a word etc.

INSTRUCTIONAL SUPPORT MATERIALS

- www.goHRW.com
- Advertisements and product labels in French
- Other selected realia

SUGGESTED INSTRUCTIONAL STRATEGIES

- Answer questions regarding a reading assignment (panorama culturel, Lisons)
- Guided reading (teacher provides information or leads the students through the step by step development of specific skills)
- Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly)
- Read aloud and identify key words and phrases in the text that give general meaning to the text
- Write an English summary of a French paragraph
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Play vocabulary word games such as Pictionary, loterie, and around the world

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests (reading comprehension)
- Homework
- Reading comprehension questions
- Writing assignments
- Student participation
- Teacher observations

LEARNING STRAND

6.0 Cultural Understanding

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

ESSENTIAL QUESTION(S)

- Can I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist in my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

LEARNING OBJECTIVES *The student will:*

- 6.1 Compare and contrast personal everyday life with life in French speaking countries.
- 6.2 Demonstrate on a map which areas of the world speak French.
- 6.3 Discuss general rules of behavior of French speaking people.

INSTRUCTIONAL SUPPORT MATERIALS

- Maps
- *Allez, viens!*, video series
- Manipulatives
- Realia
- French music
- Movies depicting French culture (i.e., A Year in Provenç, La Gloire dim on Pere, Le Chateau di ma mere)
- *CultureGrams*, hardcopy & online database

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussions
- Projects (e.g., countries, foods, lifestyles, customs, art)
- Oral presentations
- Field trips (museum, French restaurant, cultural performances)
- Demonstrations (e.g., cooking, dance)
- Reading assignments
- Video with follow-up discussion
- Games (French trivia, board games)
- Research and create presentations on

French speaking countries

- Speakers with expertise on specific subjects

SUGGESTED ASSESSMENT METHODS

- Homework
- Reflective writing
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation
- Teacher observations

