

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
French 1**

Date: October 2003

Proposed Grade Level(s): 9-12

Grading: A – F

Prerequisites: None

Subject Area: World Language

Course Length: 1 Year

Number Of Credits: 5/Semester

BRIEF COURSE DESCRIPTION:

French 1 is an introductory course to the French language and culture of today. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of French culture and heritage through the use of a text, video, audio, and workbook program. The course is conducted in the target language using the immersion method.

GENERAL GOALS/PURPOSES:

Students will develop a basic proficiency in the target language and develop cultural awareness and sensitivity to others.

STUDENT READING COMPONENT:

Reading is an active skill. Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students read simplified texts written by native speakers. As students progress, readings come from original texts, such as realia, ads, poetry, and narratives that are introduced by reading strategies and are culminated in achievable tasks.

STUDENT WRITING COMPONENT:

Writing instruction in Level 1 guides students carefully through the pre-writing, writing, and editing processes. It is designed to facilitate proficient use of vocabulary and grammatical structures in a personalized context.

STUDENT ORAL COMPONENT:

Oral proficiency activities combine all the elements in the units of study - functions, topics, vocabulary, and structures - in the context of role-playing, partner and group activities. These activities give students a chance to integrate what they have learned in real communication with others.

DETAILED UNITS OF INSTRUCTION:

Each unit covers activities in communication, vocabulary, grammar, and culture that focus on a specific theme.

Unit 1 - Greetings

- Greetings, introductions, names, register levels

Unit 2 – Likes and Dislikes

- Activities, sports, agreeing and disagreeing
- Subject pronouns, infinitives and present tense of regular –er verbs, adverb position and negation

Unit 3 – Cafes/Restaurants

- Time, physical well being, inviting, accepting and refusing invitations, food, beverages, numbers
- Present tense of verb *aller*, gender of nouns and indefinite articles, definite articles, plurals

Unit 4 – School

- Emotions, needs, location, identification of objects, daily routines
- Present tense of verb *avoir*, expressions with *avoir*, present tense of regular –ir verbs

Unit 5 – Family

- Asking and telling age, physical traits, pets, dates, adjectives
- Possessive adjectives, present tense of verb *être*, agreement of adjectives

Unit 6 – Origins

- Identifying nationalities, asking or telling places of origin, countries, birthdays, professions, seasons, weather
- Present tense of verb *venir*, *de* + definite articles, forming questions, *ce* vs. *il/elle*, present tense of verb *faire*, forming questions with inversion

Unit 7 – Shopping

- Expressing intentions, asking about and comparing prices, colors, choosing and purchasing items
- Immediate future, *a* + definite articles, verbs, *acheter* and *préférer*, present tense of -re verbs.

Unit 8 – Errands

- Asking for permission, insisting, foods, expressions of quantity
- Verbs *vouloir* and *pouvoir*, demonstrative adjectives, comparative of adjectives

Unit 9 – Homes

- Offering and accepting a gift, excusing oneself, offering food and beverages, types of housing, rooms in a house, furniture, meals, table setting
- Present tense verbs *prendre* and *mettre*, the imperative

Unit 10 – Health

- Expressing astonishment, disbelief, emotions, reassurance, need and necessity, making an appointment, explaining a problem, congratulating and commiserating, giving advice, parts of the body
- Present tense of verb *falloir*, *devoir*

Unit 11 – Vacation

- Describing past events, writing postcards, giving addresses, giving directions
- Present tense of *voir*, *passé composé* with *être*, ordinal numbers, prepositions before place names

Unit 12 – Paris

- Writing journal entries, comparing things, travel by subway
- *Passé composé* with *avoir*, *irregular past participles*, superlative of adjectives

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of writing, reading, language arts, math, and social science will take place.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix attached.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who take responsibility for their learning as they master the target language.
- **Effective Communicators** who speak, write, and read and listen in the target language.
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own, but also their peers' learning of the target language.

Appendix

World Languages National Standards – The Five C’s and 11 Content Standards

Communication

Communicate in Languages Other Than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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