

# **French 1A**

**Course Information**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> French 1A		
<b>Course Title:</b>	French 1A		
<b>Prerequisite(s):</b>	N/A		
<b>Course Description:</b> <i>Program of Studies</i>	In this engaging introductory-level course, students will learn to communicate using familiar words and phrases around themes such as greetings, personal preferences, and school life. Students will understand simple texts, stories, and signs, with the help of visuals and background knowledge. Students will also practice making inferences and writing short messages, lists, and notes using easy, memorized sentences. By the end, students will feel more confident expressing themselves and understanding others in everyday situations.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I begin and maintain a simple conversation when meeting a French speaker?</li> <li>● How do we communicate in the classroom?</li> <li>● How do I use numbers to share information?</li> <li>● How do I talk about who I am?</li> <li>● What do my preferences reveal about my identity?</li> <li>● What are the cultural similarities and differences between me and others in francophone communities?</li> <li>● How is student life in francophone cultures similar to or different from my own?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How do class schedules reflect the customs of a community?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Greetings, customs, traditions, pronunciations, and accents vary within a culture, and between francophone cultures.</li> <li>• Our experiences and our culture can help shape our personal identity.</li> <li>• Interacting appropriately with others requires cultural awareness.</li> <li>• Where someone lives influences his/her cultural practices.</li> <li>• Schools are similar and different around the Francophone world.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	EntreCultures Level 1	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1-</b> Unité Préliminaire - Bonjour! (Preliminary Unit - Hello!) (~ 10-12 weeks) <b>Unit 2 -</b> L'identité (Who Am I?) (~ 13-15 weeks) <b>Unit 3 -</b> À l'école (My School Experience) (~ 13-15 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1-</b> Unité Préliminaire - Bonjour! (Preliminary Unit - Hello)
<b>Duration:</b>	~ 10-12 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Preliminary Unit
<b>Unit Overview:</b>	Students will begin the school year learning to greet others in French and provide basic information about themselves.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I begin and maintain a simple conversation when meeting a French speaker?</li> <li>● How do we communicate in the classroom?</li> <li>● How do I use numbers to share information?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Greetings, customs, traditions, pronunciations, and accents vary within a culture and between francophone cultures.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> <li>● greetings and salutations.</li> <li>● classroom expressions.</li> <li>● days and months.</li> <li>● alphabet (Pronunciation).</li> <li>● numbers.</li> <li>● geography of French-speaking countries.</li> <li>● information on charts, graphs, and images.</li> <li>● diverse francophone places, people, and cultures.</li> <li>● months, days of the week, numbers 0-30, and phone numbers.</li> </ul> <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify and name places on a map where French is spoken worldwide.</li> <li>● understand some basic words and phrases when French speakers introduce themselves.</li> <li>● answer questions about names, how they are, and where they are from.</li> <li>● ask and answer questions to meet and greet a young person.</li> <li>● follow classroom commands.</li> <li>● say the date, the day of the week, the month of the year, and the birthday.</li> <li>● recognize and use numbers to express phone numbers.</li> <li>● recognize some words related to activities in a promotional video.</li> <li>● identify the purpose of an advertisement.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - L'identité (Who am I?)</b>
<b>Duration:</b>	~ 13-15 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 1
<b>Unit Overview:</b>	Students will describe themselves and others, including their personality traits and likes and dislikes.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do I talk about who I am?</li> <li>• What do my preferences reveal about my identity?</li> <li>• What are the cultural similarities and differences between me and others in francophone communities?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Our experiences and our culture can help shape our personal identity.</li> <li>• Interacting appropriately with others requires cultural awareness.</li> <li>• Where someone lives influences his/her cultural practices.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to nationalities.</li> <li>• adjectives to describe themselves.</li> <li>• a variety of leisure time activities.</li> <li>• question words.</li> <li>• present tense of the verb ‘être’(je and tu forms).</li> <li>• the expressions ‘j’aime’ and ‘tu aimes’ to express preferences.</li> <li>• how to interpret images, videos, audio, and print texts in French to understand various aspects of identity.</li> <li>• how to interact to exchange personal information and express preferences.</li> <li>• how to present basic information about themselves.</li> <li>• how to investigate, explain, and reflect on the role of language in shaping identity in France, Quebec, and the current community.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• ask and answer simple questions about identity.</li> <li>• understand words relating to identity to describe themselves and <b>others</b>.</li> <li>• write some simple sentences about identity.</li> <li>• understand some words and phrases relating to activity preferences.</li> </ul>

	<ul style="list-style-type: none"> <li>● ask and answer questions about activities that they like and dislike.</li> <li>● identify keywords and some information in an online ad for a summer camp.</li> <li>● write simple sentences about themselves, and activities that they like and don't like.</li> <li>● introduce themselves and provide some basic information about their identity.</li> <li>● understand information related to identity and preferences.</li> <li>● ask and answer questions to get to know someone.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 3 - À l'école (At school)</b>
<b>Duration:</b>	~ 13-15 weeks

<b>Resource(s):</b>	Entre Cultures Level 1, Unit 2
<b>Unit Overview:</b>	Students will discuss their school life, including their schedules. They will talk about what they do both during the school day and after school. In this unit, students will compare their school life with those of students in francophone countries.
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How is student life in francophone cultures similar to or different from my own?</li> <li>● How do class schedules reflect the customs of a community?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Schools are similar and different around the Francophone world.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>school supplies.</li> <li>school subjects.</li> <li>indefinite articles / definite articles.</li> <li>during and after school activities.</li> <li>how to tell time in French.</li> <li>cultural information about the secondary school system in France.</li> <li>the present tense of ER verbs.</li> <li>the present tense of “avoir” to tell what supplies and classes one has.</li> <li>avoir besoin de to express need.</li> <li>numbers up to 60.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>understand when someone names the school supplies.</li> <li>respond to questions relating to school supplies.</li> <li>write a list of school supplies.</li> <li>understand some basic activities and objects related to specific classes.</li> <li>understand the names of the classes and how many hours per week they meet.</li> <li>ask and answer questions about class preferences.</li> <li>exchange information about the school schedule.</li> <li>identify some simple similarities and differences between the American schedule and that of a Francophone student.</li> <li>provide information about the school schedule using the 24-hour clock.</li> <li>identify common student activities and locations at school.</li> <li>ask and answer questions about typical activities during the school day.</li> <li>identify some activities that students like to do at school.</li> </ul>

- respond to an email from a Francophone student about typical activities during the school day.