



# **French 1**

**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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> French 1		
<b>Course Title:</b>	French 1		
<b>Prerequisite(s):</b>	N/A		
<b>Course Description:</b> <i>Program of Studies</i>	The French 1 course introduces students to the fundamentals of the French language and culture through meaningful communication and real-world contexts. Students will develop their ability to describe themselves and their surroundings, express preferences, and engage in basic conversations. Throughout the course, they will explore cultural aspects of daily life in Francophone communities while building their listening, speaking, reading, and writing skills.		
<b>Course Essential Questions:</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> <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> <li>● What influences my choices of food?</li> <li>● How does culture contribute to local cuisine?</li> <li>● How do leisure activities, sports, and music bring people together in different cultures?</li> </ul>		

	<ul style="list-style-type: none"> <li>• What impact does regional weather have on daily life?</li> </ul>	
<b>Course Enduring Understandings:</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> <li>• Schools are similar and different around the Francophone world.</li> <li>• The foods we eat reflect its people, culture, geography, and available resources.</li> <li>• Students across the world enjoy similar and different extracurricular activities that are important to their identity.</li> <li>• The concept of leisure time varies from culture to culture</li> </ul>	
<b>Duration:</b> <b>Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	EntreCulture 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> - L'identité (identity) (~10 weeks) <b>Unit 2</b> - À l'école (at school)(~10 weeks) <b>Unit 3</b> - Bon appétit (enjoy your food) (~10 weeks) <b>Unit 4</b> - Le temps libre (free time) (~10 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1- L'identité (identity)</b>
<b>Duration:</b>	~10 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>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</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)	<b>Content:</b> (Students will know...) <ul style="list-style-type: none"> <li>● family member vocabulary.</li> <li>● possessive adjectives.</li> <li>● adjectives to describe themselves.</li> <li>● noun/adjective agreement.</li> <li>● a variety of leisure time activities.</li> <li>● question words.</li> <li>● present tense of the verb ‘être.’</li> <li>● Present tense forms of “avoir” to express age and to describe hair and eyes.</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>

**Skills:** (Students will be able to...)

- ask and answer simple questions about identity.
- understand words relating to identity to describe themselves and **others**.
- write some simple sentences about identity.
- understand some words and phrases relating to activity preferences.
- ask and answer questions about activities that they like and dislike.
- identify keywords and some information in an online ad for a summer camp.
- write simple sentences about themselves, and activities that they like and don't like.
- introduce themselves and provide some basic information about their identity.
- understand information related to identity and preferences.
- ask and answer questions to get to know someone.

<b>Unit Number and Title:</b>	<b>Unit 2 - À l'école (at school)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	EntreCultures 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>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</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>● greetings and salutations.</li> <li>● classroom expressions.</li> <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>● Months, days of the week, numbers 0-100.</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 Francophone student.</li> </ul>

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|  | <ul style="list-style-type: none"><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><li>● respond to an email from a Francophone student about typical activities during the school day.</li><li>● create a video blog about daily activities at school.</li></ul> |
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<b>Unit Number and Title:</b>	<b>Unit 3 - Bon appétit (enjoy your food)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 4
<b>Unit Overview:</b>	Students will learn about common food items and typical meals in francophone countries as they discuss which foods they enjoy and which foods are included in healthy lifestyles.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</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>● What influences my choices of foods?</li> <li>● How does culture contribute to local cuisine?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The foods we eat reflect its people, culture, geography, and available resources.</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>● common foods and drinks.</li> <li>● typical meals in Francophone countries.</li> <li>● the partitive articles to express quantities of food.</li> <li>● the verb “prendre.”</li> <li>● the verb “boire.”</li> <li>● negative expressions ne..pas, ne..plus, ne...jamais.</li> <li>● numbers up to 1000.</li> <li>● expressions with avoir (faim, soif, besoin de, envie de).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● share opinions about food preferences and food purchases.</li> <li>● discuss typical meals and meal times.</li> <li>● talk about foods they want and need.</li> <li>● tell the price of foods.</li> <li>● talk about what they don’t eat.</li> <li>● express negations with ne... pas, ne... plus, and ne... jamais.</li> <li>● share opinions and habits about food preferences and food purchases.</li> <li>● interpret photographs, videos, advertisements, infographics, blogs, and menus to understand food choices and culinary customs.</li> <li>● investigate and interact with others about healthy food choices.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Le temps libre (free time)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 5
<b>Unit Overview:</b>	Students will discuss a variety of leisure activities, such as sports and music. They will also discuss how the weather influences their choice of activities and what clothing is necessary for those activities.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</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 leisure activities, sports, and music bring people together in different cultures?</li> <li>● What impact does regional weather have on daily life?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Students across the world enjoy similar and different extracurricular activities that are important to their identity.</li> <li>● The concept of leisure time varies from culture to culture</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>● common leisure activities and sports.</li> <li>● common instruments people play.</li> <li>● places where people do certain activities.</li> <li>● weather expressions.</li> <li>● seasons.</li> <li>● clothing for varying weather.</li> <li>● present tense forms of “aller.”</li> <li>● le futur proche with aller + infinitive.</li> <li>● au, à la, à l’, aux.</li> <li>● present tense forms of -er verbs.</li> <li>● present tense forms of “faire.”</li> <li>● the difference between asking formal and informal questions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● discuss which sports and activities they enjoy.</li> <li>● tell what instrument they play.</li> <li>● tell where they go for activities.</li> <li>● discuss the weather in different seasons.</li> <li>● tell what clothing they need for different activities and weather.</li> <li>● make social plans and invitations.</li> <li>● identify information from print and audiovisual materials relating to leisure activities.</li> </ul>

- exchange information about leisure activities.
- make simple social plans and invite someone to an event.
- investigate how and why people use their leisure time and interact with Francophone cultures and in their community.