

French 1

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The French 1 course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn  
Public Schools  
Fair Lawn, NJ  
Fair Lawn School District**

**Committee Credits  
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# French 1

## I. Course Synopsis

This course is composed of three thematic units. Each unit is anchored by an essential question. Suggestions for problem-based learning tasks are included along with a cumulative goal to benchmark the development of linguistic proficiency.

Instructional procedures, techniques and methods will be differentiated, interactive and characterized by authenticity. The students will be exposed to and will explore a variety of informational text and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Assessment will be ongoing and substantially performance-based.

The purpose of the world language program at this level involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the French-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

## II. Philosophy & Rationale

### A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches.

Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

## **B. “Can Do” statements**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

## **C. Proficiency vs. Performance**

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency. ([www.actfl.org](http://www.actfl.org))

## **D. Integrated Performance Assessment**

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive,

Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

### **III. Scope & Sequence**

There are three thematic units. Vocabulary, Language Functions, and Culture are embedded in each unit.

#### **Unit 1: Everyday Life**

How do I interact with my family, friends, and teachers?

#### **Unit 2: Ready for Paris**

What do all big cities have in common?

What makes Paris unique?

#### **Unit 3: Favorite Things to Do**

What do my pastimes say about me?

What factors influence my choices?

### **IV. Unit Descriptions**

#### **Unit 1: Everyday Life**

##### **Essential Question:**

1. How do I interact with my family, friends, and teachers?

##### **Can Do Statements:**

- I can greet people: say hello, ask and give my name, age, where I'm from, etc.
- I can inquire about another's health.
- I can evaluate personal preferences.
- I can describe myself and my family, friends, home, and personal possessions.
- I can talk about school: schedules, subjects, etc.
- I can discuss my daily activities.

- I can extend and respond to invitations.
- I can describe the weather.
- I can use numbers in various situations (phone numbers, costs of items, etc.).
- I can tell time.
- I can identify rooms in the house.
- I can introduce members of my family to others.
- I can report the day and date.
- I can compare and contrast the multicultural reality of contemporary France while highlighting the common interests and activities of French and American youth.

### **Language Functions:**

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Counting
- Describing objects
- Describing weather
- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Stating ownership

### **Grammar:**

- Idiomatic expressions with *avoir*
- Descriptive adjectives
- Formation of questions (inversion, *est-ce que*, interrogative words)
- Present tense : regular er, ir and re verbs
- Irregular verbs: *aller, faire, avoir, être, etc.*
- Connecting words : *aussi, avec, et, mais*
- Definite and Indefinite articles
- Negative structures (de)
- Possessive adjectives (*mon, ma, mes*)

- Agreement of adjectives
- Command forms (*regarde/regardez, etc.*)

### **Suggested Vocabulary:**

- Related to greetings (*bonjour, au revoir, etc.*)
- Expressions used in telling time
- Terms related to classroom items
- Terms related to school supplies and school subjects
- Terms related to currency
- Numbers: cardinal and ordinal
- Weather expressions
- Terms related to preferences and wishes (*préférer, aimer, and détester*)
- Terms related to the house
- Terms related to the family

### **Suggested Activities / Benchmark Assessments:**

- Recreate an introductory dialogue (include where they are from and discuss their nationalities)
- Conduct a survey related to daily school schedule and likes and dislikes (students graph their results)
- Compare and contrast high schools (one from France, and Fair Lawn High School)
- Create a school calendar choosing important events, holidays, birthdays, school activities, games, and events such as the prom, with a personalized cover.
- Design a family crest including activities, preferences, description, logo, age, and contributions
- Visualize the ideal bedroom, labeling objects and providing descriptions
- Create an ad to sell a home on the Internet, based on authentic Real Estate ads in Quebec or France

### **Cultural connections**

- French and American school systems
- Family relationships
- Home settings
- Monetary systems

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## Unit 2: Ready for Paris

### Essential Questions:

1. What do all big cities have in common?
2. What makes Paris unique?

### Can Do Statements:

- I can name and identify important tourist sights in Paris.
- I can use a metro map to navigate the city.
- I can ask for directions, follow directions and provide directions.
- I can name the buildings found in a city or town.
- I can associate each building with the activity that takes place there.
- I can express movement throughout the city (coming, going, etc.).
- I can express activities related to the city (*faire une promenade, travailler, etc.*).
- I can order in a French café.
- I can express food preferences.
- I can classify various foods for breakfast, lunch and dinner.
- I can list the steps in preparing a French recipe (crêpes, quiche, tarte, etc.).
- I can compare and contrast French food preferences with American eating habits.
- I can create an itinerary for a day spent touring Paris.

### Language Functions:

- Asking for/Giving information
- Describing events
- Describing places
- Describing objects
- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information

- Giving directions
- Making appointments, arrangements, reservations
- Narrating
- Planning
- Recounting experiences/events
- Telling/Retelling stories

**Grammar:**

- Prepositions and contractions
- *Aller* + infinitive
- *er/ir/re* verbs (regular/irregular)
- Negative structures (*de*)
- Commands
- Partitive (*de la viande, du poulet*)
- Verb *venir*

**Suggested Vocabulary:**

- Places in town
- Means of transportation
- Terms related to gastronomy
- Idiomatic expressions with *faire* (une promenade), *avoir* (faim, soif), and *être* (fatigué)
- Cooking Terminology
- Terms related to ordering foods
- Table settings
- Professions related to topic
- Expressions demonstrating food appreciation
- Restaurant etiquette

**Suggested Activities / Benchmark Assessments**

- Demonstrate an authentic French Recipe (crêpe, quiche, etc.)
- Create a dialogue (Scene at a Paris location: Museum/Restaurant/Monument)
- Organize a picnic in the park in Paris (prepare shopping list for specialty stores)
- Present a critique of a French restaurant
- Prepare a survey illustrating student preferences (Fair Lawn/ Paris/Trip)
- Create an itinerary for a one day sightseeing trip in Paris
- Illustrate the visit to Paris via photo album or power point presentation.

### **Cultural connections**

- Paris sites and landmarks
- Compare and contrast US and French means of transportation
- Necessity for knowledge of multiple languages
- Eating habits
- Monetary systems
- Metric system
- Importance of French café

### **Unit 3: My Favorite Things to Do**

#### **Essential Questions:**

1. What do my pastimes say about me?
2. What factors influence my choices?

#### **Can Do Statements:**

- I can express preferences for leisure time activities.
- I can describe my use of the Internet.
- I can list favorite television shows and offer rationale for preference.
- I can express negatives.
- I can associate sporting equipment with the appropriate sport.
- I can talk about movies and movie stars.
- I can name well-known French movie classics (Tintin, etc.).
- I can classify movies by category (horror, science fiction, love, etc.) and summarize.
- I can ask questions.
- I can use paraphrasing as a means of circumlocution.
- I can describe articles of clothing.
- I can express the future tense.
- I can ask and answer about the price of a purchase.
- I can indicate an item by means of demonstrative pronouns.
- I can discuss the French Fashion Industry.

#### **Language Functions:**

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining

- Describing objects
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling time
- Telling/Retelling stories
- Accepting/Refusing invitations
- Expressing interest/lack of interest/indifference or boredom
- Extending invitations
- Making appointments, arrangements, reservations
- Offering alternatives/solutions

**Grammar:**

- Verb *aller*
- Jouer à, Jouer de
- Demonstrative adjectives (ce, cet, etc.)
- Regular/Irregular Present verbs (vendre, acheter, maigrir, grossir, perdre, pouvoir, vouloir, gagner)
- Passé Composé (Avoir/Etre)
- Comparative (plus, moins, aussi....que)
- Irregular adjectives (vieux, beau, nouveau, etc.)
- Preceding adjectives (petit, grand, joli)
- Related adjectives (court, long, serré, etc.)
- Idiomatic expressions with *Avoir/Faire* (avoir besoin de, avoir envie de/Faire des économies, faire des achats)
- Verbs (porter, mettre, essayer, choisir, dépenser, économiser, faire)

**Suggested Vocabulary:**

- Shopping expressions (Bon marché, Quel est le prix, c'est cher, etc.)
- Musical instruments
- Sports accessories
- Numbers (quantity, sizes)
- Clothes, accessories
- Places in town (pool, movie theater, etc.)

- Related professions related to topics (le tailleur, le musicien, etc.)
- Terms related to movies
- Colors
- Specific stores

**Suggested Activities / Benchmark Assessments:**

- Organize a Fashion Show
- Create a catalogue (fashion magazine)
- Prepare a skit at a store
- Examine a movie schedule online
- Create a survey of students' preferences (outfits, colors, /types of movies, sports...)
- Describe and demonstrate a specific sport (rules, clothing, and history)

**Cultural connections**

- Tour de France
- French Designers
- Most popular sports related to different countries
- Compare/Contrast “Argent de poche”, allowance, spending money
- Department stores vs. flea markets vs. boutiques (grand magasin, magasin à rayons, marché aux puces)
- Compare and contrast French cinema/American cinema

**V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com)
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), <http://lepointdufle.fr>
- Our World Language teacher website
- *Discovering French 1* (textbook/workbook)
- French dictionaries (Amsco)

**VI. Possible Assessments**

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- A/B Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

**VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b>ACCOMMODATIONS</b>			
Preferential seating	Repeating/simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities (Rhythm, music, body movements)	Use of graphic organizers
Ample wait time	Think/Pair/Share	Teach vocab in	Frequent repetition

before calling on students		context, and in small chunks	
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<b>MODIFICATIONS</b>			
<p><b><u>Speaking</u></b>  <u>Provide:</u>          -sentence starters          -processing time          -cues and prompts          -embedded choices          -practice time</p>	<p><b><u>Groups/Pairs</u></b>  <u>Teach:</u>          -rules and expectations          -skills of independence – bridging phrases, disagreeing agreeably, voice level          -strategies for moving in and out of groups          -signal for getting teacher’s attention  <u>Allow:</u>          Flexible grouping          Adequate/extra time          Assign group roles</p>	<p><b><u>Reading</u></b>  <u>Use:</u>          -peer tutoring          -label main ideas          -label 5 W’s          -visual imagery          -graphic organizers  <u>Allow:</u>          -Highlighting of key words/concepts          -Silent pre-reading          -Partner reading  <u>Teach:</u>          -Pre-reading strategies          -‘During’ reading strategies          -Post-reading strategies</p>	<p><b><u>Writing</u></b>          -Shorten task          -Require lists rather than sentences  <u>Allow:</u>          -note-taking          -visual representation of ideas          -collaborative writing          -Brainstorm word bank          -Pre-writing with graphic organizers  <u>Provide:</u>          -Model of writing          -Structure for writing          -Fill-in-blank form for note-taking</p>

**VIII. New Jersey Core Curriculum Content Standards**

- Common Core Curriculum Standards  
<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>

**Characteristics of Novice Learners:**

Novice level speakers are characterized by the ability to respond to simple questions on the most common features of everyday life. They can use language to satisfy a very limited number of immediate needs.

They are able to convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases.

**Unit 1 (My Everyday Life)**

1. Interpretive Mode 7.1.NM.A.1-5
2. Interpersonal Mode 7.1.NM.B. 1-5
3. Presentational Mode 7.1. NM.C.1-5

**Unit 2 (Ready for Paris)**

1. Interpretive Mode 7.1.NM.A.1-5
2. Interpersonal Mode 7.1.NM.B. 1-5
3. Presentational Mode 7.1. NM.C.1-5

**Unit 3 (My Favorite Things to Do)**

1. Interpretive Mode 7.1.NM.A.1-5
2. Interpersonal Mode 7.1.NM.B. 1-5
3. Presentational Mode 7.1. NM.C.1-5

**VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following New Jersey Core Curriculum Standards are integrated into the World Language Curriculum at various points throughout the year.

(<http://www.state.nj.us/education/cccs/>)

**A. Visual and Performing Arts**

- i. 1.1.8.A.3

**B. Health & Physical Education**

- i. 2.1.8.A.1, 2.1.8.A.3, 2.1.8.B.1, 2.1.8.B.3, 2.1.8.D.1, 2.1.8.E.4

**C. Language Arts Literacy**

- i. Reading: Informational Text Grades 9 – 10

D. Mathematics

- i. High School Number and Quantity

E. Social Studies

- i. 6.2.8.D.1b, 6.2.12.D.5.a

F. Technology

- i. 8.1.8.A.1, 8.1.8.A.3, 8.1.8.D.3

G. 21<sup>st</sup> century Life and Careers

- i. 9.1.8.A.1, 9.1.8.C.3, 9.1.8.D.1