



French I

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: March 16, 2023

COURSE OVERVIEW

Title:	French I
Grade Level:	Grades 8-12
Level:	1
Length:	Full Year
Duration:	MS 48 Minute Periods HS 85 Minute Periods
Frequency:	MS 180 days HS 90 days
Pre-Requisites:	None
Credit:	1
Description:	French I is an introductory course intended to prepare students for a continuation of language study. It will cover basic vocabulary and grammar concepts that promote communication in the target language in both written and spoken forms. We will concentrate on the areas of reading, writing, speaking and listening. This course will also introduce students to French and Francophone culture.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Hello, Everyone! (Bonjour, tout le monde)	<ul style="list-style-type: none"> • Use appropriate greetings/ask “how’s it going?” • Identify nationalities and countries in the world where French is spoken • Extend and accept/decline an invitation • Discuss where French is spoken in North America, the Caribbean, Europe and Africa 	15 Days (MS) 7.5 Days (HS)
2	Pastimes (Les passe-temps)	<ul style="list-style-type: none"> • Describe pastimes using subject pronouns, ER verbs, the verb “<i>aimer</i>” (to like) and adverbs • Identify nouns by their gender • Count from 1-20 • Show negation using “<i>ne..pas</i>” • Discuss the Olympics, Pari Roller, mancala and popular music genres 	30 Days (MS) 15 Days (HS)
3	At School (À l’école)	<ul style="list-style-type: none"> • Make nouns plural • Conjugate the verbs “<i>avoir</i>” (to have), “<i>être</i>” (to be), and “<i>aller</i>” (to go) • Tell time in standard and military time • Change adjective spelling depending on subject • Use the preposition “<i>à</i>” + definite article 	50 Days (MS) 25 Days (HS)
4	People I Know (Les gens que je connais)	<ul style="list-style-type: none"> • Describe family members • Use correct possessive adjectives with nouns • Ask someone’s age/birthday • Conjugate regular -IR verbs • Discuss French-speaking Africa 	35 Days (MS) 17.5 (HS)
5	The Weekend (Le weekend ensemble)	<ul style="list-style-type: none"> • Discuss soccer in France • Plan a time and place to meet • Express actions in the near future 	15 Days (MS) 7.5 (HS)

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILL/PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

UNIT 1

Unit Title	Hello, Everyone! (Bonjour, tout le monde)		
Unit Description	Students will learn about where French is spoken and how greetings can be said differently depending upon the audience. Students will participate in accepting or declining an invitation.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How are greetings used in French? 5 Days (MS) 2.5 Days (HS)	<input type="checkbox"/> Introduce myself and others and respond to an introduction. <input type="checkbox"/> Utilize formal versus informal language in introductory conversations. <input type="checkbox"/> Ask someone how their day is going and respond about your day.	Concept: -Register Vocabulary: ways to express hello and goodbye, introductions, emotions	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm.
Where is French spoken? 5 Days (MS) 2.5 Days (HS)	<input type="checkbox"/> Understand definition of Francophone world. <input type="checkbox"/> Identify where French is spoken in the world.	Concept: -Gender and number agreement in romance languages Vocabulary: nationalities	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm.

<p>How do I accept or decline an invitation?</p> <p>5 Days (MS) 2.5 Days (HS)</p>	<p><input type="checkbox"/> Invite someone to join you in an activity.</p> <p><input type="checkbox"/> Respond to an invitation.</p>	<p>Vocabulary: places in town, reasons that you can or cannot accept an invitation</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p>
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UNIT 2

Unit Title	Pastimes (Les passe-temps)		
Unit Description	Students will participate in discussing pastimes and likes/dislikes. Students will understand a comparison between American pastimes and those done in France and Francophone countries.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I communicate my likes and dislikes and exchange phone numbers? 10 Days (MS) 5 Days (HS)	<input type="checkbox"/> Engage in a short conversation about favorite pastime activities. <input type="checkbox"/> Express “I like”, “I don’t like” and “Do you like?”. <input type="checkbox"/> Numbers 1-20	Vocabulary: individual and group sports and leisure activities, weather expressions, numbers 1-20 Grammar: -Verb “ <i>aimer</i> ” (to like)	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm.
How do I conjugate an -er verb with subject pronouns? 15 Days (MS) 7.5 Days (HS)	<input type="checkbox"/> Understand the different singular and plural subject pronouns. <input type="checkbox"/> Understand infinitives, roots, and conjugation. <input type="checkbox"/> Position short adverbs. <input type="checkbox"/> Negate a sentence with ne...pas.	Vocabulary: various regular -er verbs related to pastimes, adverbs to describe how much or little you like an activity Grammar: -Negation structure in a present tense sentence	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm.

<p>What is a definite article?</p> <p>5 Days (MS) 2.5 Days (HS)</p>	<p><input type="checkbox"/> Differentiate the articles “Le, La, L”.</p> <p><input type="checkbox"/> State preferences of music, agree and disagree with preferences.</p>	<p>Vocabulary: musical genres</p> <p>Grammar: -Gender of nouns and elision</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p>
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UNIT 3

Unit Title	At School (À l'école)		
Unit Description	Students will describe their school experience and places to go in town. Students will participate in comparing French and American schools and cafeterias.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I express what I have and need for school? 15 Days (MS) 7.5 Days (HS)	<input type="checkbox"/> Express classroom objects, furniture, and school supplies. <input type="checkbox"/> Conjugate the verb “avoir” and use “avoir besoin de”. <input type="checkbox"/> Discuss currency conversion.	Concept: -Euros and currency exchange rates Vocabulary: classroom objects, furniture, school supplies	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm. 4.1 Language Comparisons
How do I describe my school schedule? 20 Days (MS) 10 Days (HS)	<input type="checkbox"/> Describe my daily school schedule and my teachers. <input type="checkbox"/> Tell time using the 24-hour clock. <input type="checkbox"/> Conjugate être. <input type="checkbox"/> Agree adjectives with subjects (singular and plural)	Concept: -French school schedule and Le Bac Vocabulary: school subjects, time expressions Grammar: -Adjective agreement (gender, number) -verb “être” (to be)	1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm. 4.1 Language Comparisons

<p>How do I describe my town and school?</p> <p>15 Days (MS) 7.5 Days (HS)</p>	<p><input type="checkbox"/> Conjugate the verb “aller”.</p> <p><input type="checkbox"/> Form questions using « est-ce que » and interrogative words.</p> <p><input type="checkbox"/> Use prepositions à + definite articles and contractions.</p> <p><input type="checkbox"/> Identify locations around town and within the school building.</p>	<p>Vocabulary: expressions of movement with prepositional phrases, interrogative words, locations within and outside of the school</p> <p>Grammar: -Forming contractions -Question formation -Verb “<i>aller</i>” (to go)</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.1 Language Comparisons</p>
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UNIT 4

Unit Title	People I Know (Les gens que je connais)		
Unit Description	Students will learn to describe physical and character attributes of family members as well as provide descriptions of nationalities, ages, and birth dates of family members.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What is the nature of relationships in other cultures?</p> <p>15 Days (MS) 7.5 Days (HS)</p>	<input type="checkbox"/> Describe family relationships. <input type="checkbox"/> Provide physical and character descriptions as well as state resemblances. <input type="checkbox"/> State someone's profession. <input type="checkbox"/> Identify the French-speaking African nationalities.	<p>Concept: -French family structure</p> <p>Vocabulary: family vocabulary, occupations</p> <p>Grammar: -Adjective agreement (nationalities, physical traits) -Possessive adjectives -Indefinite articles in negative sentences</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p>

<p>How do I express dates, birthdays, and ages?</p> <p>10 Days (MS) 5 Days (HS)</p>	<p><input type="checkbox"/> Use “<i>avoir</i>” expressions for age. <input type="checkbox"/> Tell your age and ask someone’s age. <input type="checkbox"/> Tell your birthday and ask someone’s birthday.</p>	<p>Vocabulary: idiomatic expressions with “<i>avoir</i>”, months of the year, date formatting</p> <p>Grammar: -Verb “<i>avoir</i>” (to have)</p>	<p>1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm. 2.1 Relating Cultural Practices to Perspectives</p>
<p>How do I describe a birthday celebration?</p> <p>10 Days (MS) 5 Days (HS)</p>	<p><input type="checkbox"/> Conjugate regular -ir verbs. <input type="checkbox"/> Express ideas for gift giving. <input type="checkbox"/> Plan a birthday party.</p>	<p>Vocabulary: African nationalities, professions</p> <p>Grammar -Regular -ir verbs, -Irregular -ir verbs such as “<i>venir</i>” (to come) and “<i>offrir</i>” (to offer)</p>	<p>1.1 Interpersonal Comm. 1.2 Interpretive Comm. 1.3 Presentational Comm.</p>

UNIT 5

Unit Title	The Weekend (Le weekend ensemble)		
Unit Description	Students will suggest weekend plans as they pertain to sports and activities. Students will understand the importance of soccer culture in France.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What activities do friends in other countries do together?</p> <p>15 Days (MS) 7.5 Days (HS)</p>	<input type="checkbox"/> Set a time and place to meet. <input type="checkbox"/> Express actions that will happen in the near future. <input type="checkbox"/> Form questions.	<p>Concept: -Soccer culture</p> <p>Vocabulary: soccer in France (clubs, players, clothing), the metro</p> <p>Grammar: -Verb “<i>aller</i>”(to go) + infinitive -Question formation using inversion</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)