French I

Grade 9, 10, 11, or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in the French I world language course are introduced to formal language study. The focus of this first-level course is to assist the student to develop conversational and written skills necessary to express oneself and one’s needs using basic vocabulary and grammar forms in the French language. A study of the Francophone culture provides students with a better understanding of the lives, customs, and history of French-speaking people. Holocaust and genocide studies focus on the effects of those events in current French society.

Adopted by the Somerville Board of Education on July 25, 2017
## French I
### Grade 9, 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJCCCS:</td>
<td>7.1.NH.A.2-6,</td>
<td>7.1.NH.A.2-6,</td>
<td>7.1.NH.A.2-6,</td>
<td>7.1.NH.A.2-6,</td>
<td>7.1.NH.A.2-6,</td>
</tr>
<tr>
<td></td>
<td>7.1.NH.C.2,</td>
<td>7.1.NH.B.4-5,</td>
<td>7.1.NH.B.4-5,</td>
<td>7.1.NH.B.4-5,</td>
<td>7.1.NH.B.4-5,</td>
</tr>
<tr>
<td></td>
<td>7.1.NH.C.5</td>
<td>7.1.NH.C.2,</td>
<td>7.1.NH.C.2,</td>
<td>7.1.NH.C.2,</td>
<td>7.1.NH.C.2,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.1.NH.C.5</td>
<td>7.1.NH.C.5</td>
<td>7.1.NH.C.5</td>
<td>7.1.NH.C.5</td>
</tr>
</tbody>
</table>

### Essential Question:
- How does learning another language enhance cultural understanding and support literacy?
- What are the connections between and among languages?
- What language skills are necessary to the beginning student of French?
- How does a student communicate in French to fulfill daily needs?
- What knowledge is necessary to communicate in the past, present, and near future?

### Content:
- **Fundamentals of Communication**
- **Basic Cultural Overview**
- **Culturally-Appropriate Cultural Overview**
- **Forms of Communication**
- **Simple Sentences**
- **Daily Life**
- **Verbs**

### Skills and Topics:
- Discuss the use of the French language worldwide
- Examine how geography and culture impact the development of language
- Identify and practice vocabulary needed to initiate conversations
- Compare and contrast French and English alphabets
- Apply appropriate pronunciation techniques in oral drill
- Examine sentence structure
- Identify basic grammar terms and parts of speech
- Assess the impact of customs on conversation
- Identify and practice vocabulary pertinent to scheduling (e.g., time, days, date, seasons, weather)
- Initiate conversations using interrogative words
- Differentiate between the daily and leisure activities of French and American teens
- Incorporate vocabulary in the creation of a multimedia or written diary
- Discuss forms, conjugation, and uses of regular present tense verbs
- Apply regular present tense verbs in simple sentences and questions
- Discuss personal preferences
- Determine the appropriate use of the negative construction
- Utilize negative construction in simple sentences and conversations
- Compare and contrast the French and American school systems
- Analyze daily needs and routines
- Investigate vocabulary pertinent to the expression of needs and routines (e.g., activities, community, food)
- Practice the use of regular and irregular verbs in context
- Apply vocabulary to the expression of personal needs and routines
- Utilize verbs and vocabulary in simple conversations and basic written form
- Expand the study of verbs to include *aller*, *venir*, the near future, and the recent past
- Practice the imperative mood of verbs
- Identify adverbs of time (e.g., before, during, after)
- Apply interrogative words in simple conversations
- Incorporate vocabulary in narrative sequencing (e.g., ordinal numbers, adverbs of time: before, during, after)

### Integration of Technology:
- Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, multimedia presentations, video streaming, podcasting
# French I
## Grade 9, 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong></td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Journal entries, listening exercises, student self-assessments, speaking exercises with scoring rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, listening and speaking tests, midterm examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21st Century Themes:</strong></td>
<td>☑ Global Awareness ☑ Civic Literacy</td>
<td>☑ Financial, Economic, Business, and Entrepreneurial Literacy ☑ Health Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>☑ Creativity and Innovation ☑ Media Literacy ☑ Critical Thinking and Problem Solving ☑ Life and Career Skills ☑ Information and Communication Technologies Literacy ☑ Communication and Collaboration ☑ Information Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Textbook, magazines, periodicals, newspapers, maps, videos, CDs, culturally-authentic documents, teacher-created resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# French I

**Grade 9, 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCCS:</strong></td>
<td>7.1.NH.A.2-6, 7.1.NH.B.1-5, 7.1.NH.C.1-5</td>
<td>7.1.NH.A.2-6, 7.1.NH.B.2-5, 7.1.NH.C.1-5</td>
<td>7.1.NH.A.2-6, 7.1.NH.B.2-5, 7.1.NH.C.1-5</td>
<td>7.1.NH.A.2-6, 7.1.NH.B.2-5, 7.1.NH.C.1-5</td>
<td>7.1.NH.A.2-6, 7.1.NH.B.2-5, 7.1.NH.C.1-5</td>
</tr>
</tbody>
</table>

**Essential Question:**
- What skills help a language student to engage in conversation with a French-speaking person?
- What effect did the events of the Holocaust have in France?
- How can we describe ourselves and our interests using the French language?
- How can we describe past events?
- In what ways do reflection and goal setting advance a student’s progress in language study?

**Content:**
- **Communicating with Native Speakers**
  - Racism, Prejudice, and Stereotyping
  - The Passé Composé
  - Self-Assessment and Goal Setting
  - Hobbies and Pastimes
  - The Passé Composé

**Skills and Topics:**
- compare and contrast questioning techniques in the French language (e.g., inversion, interrogative word use, est-ce-que)
- examine the formation and use of stem-changing verbs in the present tense
- apply vocabulary and stem-changing verbs in written and oral forms
- research French cities and/or Francophone countries
- analyze research results to determine the validity of information
- assimilate research results in a multimedia presentation
- determine the meanings and uses of –ir and –re verbs
- identify the vocabulary necessary to discuss spending money
- apply vocabulary and verbs in simple conversations
- explore the basic themes of racism, prejudice, and stereotyping in France and in the current world situation
- discuss the impact of World War II and the Holocaust on the French society of the 20th and 21st centuries
- analyze the experiences of children during the Holocaust
- identify vocabulary pertinent to sports, hobbies, and vacations
- employ vocabulary and verbs related to leisure activities in written and oral forms
- define idiomatic expressions (e.g., avoir, faire)
- expand the use of idiomatic expressions in conversation and written work
- conduct a comparison of the activities of students in the United States and the Francophone world using technology
- interpret reading selections using appropriate lexicon in written and oral forms
- compare and contrast the present and passé composé
- investigate the formation of the passé composé of regular and irregular verbs
- expand the use of the negative expressions and adverbs in the passé composé
- incorporate vocabulary and the passé composé in written and oral forms
- conduct a comparison of the activities of students in the United States and the Francophone world using technology
- synthesize, summarize, and present research results
- apply previously-learned vocabulary, grammar, and cultural content in written and oral forms
- collaborate with classmates to develop and implement a scoring rubric for self-assessment purposes
- utilize a scoring rubric to complete a self-assessment of progress in language learning
- identify personal needs for subsequent study
- construct an action plan for personal improvement in language study
- present action plan using appropriate French vocabulary
# SOMERVILLE PUBLIC SCHOOLS

## French I
Grade 9, 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Technology:</strong></td>
<td>Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, multimedia presentations, video streaming, podcasting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>Open-ended responses; conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Journal entries, listening exercises, student self-assessments, speaking exercises with scoring rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, listening and speaking tests, final examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Themes:</th>
<th>☒Global Awareness ☒Civic Literacy ☒Financial, Economic, Business, and Entrepreneurial Literacy ☒Health Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills:</td>
<td>☒Creativity and Innovation ☒Media Literacy ☒Critical Thinking and Problem Solving ☒Life and Career Skills ☒Information and Communication Technologies Literacy ☒Communication and Collaboration ☒Information Literacy</td>
</tr>
<tr>
<td>Resources:</td>
<td>Textbook, magazines, periodicals, newspapers, maps, videos, CDs, culturally-authentic documents, teacher-created resources</td>
</tr>
</tbody>
</table>
French I  
**Grade 9, 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
French I
Course Requirements

Grade: 9, 10, 11, or 12
Prerequisite: None
Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the French I world language course are introduced to formal language study. The focus of this first-level course is to assist the student to develop conversational and written skills necessary to express oneself and one’s needs using basic vocabulary and grammar forms in the French language. A study of the Francophone culture provides students with a better understanding of the lives, customs, and history of French-speaking people. Holocaust and genocide studies focus on the effects of those events in current French society.

Course Content

This course will consist of the following units of study:
- Fundamentals of Communication and Basic Cultural Overview
- Culturally-Appropriate Forms of Communication
- Simple Sentences
- Daily Life
- Verbs
- Communicating with Native Speakers
- Racism, Prejudice, and Stereotyping
- Hobbies and Pastimes
- The Passé Composé
- Self-Assessment and Goal Setting

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How does learning another language enhance cultural understanding and support literacy?
- What are the connections between and among languages?
- What language skills are necessary to the beginning student of French?
- How does a student communicate in French to fulfill daily needs?
- What knowledge is necessary to communicate in the past, present, and near future?
- What skills help a language student to engage in conversation with a French-speaking person?
Course Objectives (continued)

- What effect did the events of the Holocaust have in France?
- How can we describe ourselves and our interests using the French language?
- How can we describe past events?
- In what ways do reflection and goal setting advance a student's progress in language study?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Class Participation
- Homework

Specific weights will be determined by course and level.
French I
Student Agreement

STUDENT NAME: __________________________________________

                      Last Name                     First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for French I.

I acknowledge my responsibility to read and understand all of the information contained in the French I Course Requirements information and syllabus packet.

_________________________________________  _______________________
Student Signature                         Date

Note: Please share the course requirements for French I with your parents.