

Summit High School
Summit, NJ

Content Area: French 1
Length of Course: One year (High School level)
Two years (Middle School level)

Course of Study

Course Description:

The rationale for this course of study has been stated in the previous document and is divided into communicative and cultural units, following the two World Language standards of communication and culture, 7.1 and 7.2 . The course of study for French 1 in the Middle School usually encompasses two years of study, whereas the same course encompasses one year of study at the High School level. Both courses, while covering basically the same material, will take into consideration the developmental level of their own students in planning day-to-day lessons.

Unité 1 : Beginnings and Salutations

Bonjour! Comment ça va? Ça va bien, et toi? À tout à l'heure. Au revoir.

Big Ideas:

Naming, alphabet, numbers 0-60. Hello/good-byes. Questions and answer greetings in different registers (formal and familiar). Students will learn basic vocabulary for greeting someone and appropriate social cues involved with meeting and greeting.

The French bise, handshake and student life at La Rentrée will be discussed .

French native speakers address one another in different ways, depending on the relationship, both formally and informally.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none">1. How do French speakers address one another when greeting and interacting socially with other native speakers, with regard to peers, parents, teachers and other adults?2. How is the French student's typical school day different from an American student's day?3. How do you greet, inquire about names, give basic information and social cues when meeting new people in French?	<p>Students will understand that...</p> <ol style="list-style-type: none">1. peers and family members interact on an informal register of language , while teachers and other adults interact with the student on a formal register of language in French.2. French students have a different school calendar and longer day than American students.3. Greeting, naming and basic social interactions are similar in French and in English, but also differ in vocabulary register(formal/informal) and social cues that are an important part of effective communication.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p><u>Communication :</u> <u>Interpretive :</u></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of greetings, salutations and vocabulary register requests through appropriate verbal and physical responses. 2. Demonstrate an understanding of the main idea of the unit and will be able to match questions with appropriate responses. <p><u>Interpersonal:</u></p> <ol style="list-style-type: none"> 1. Respond to a series of TPR cues, oral and physical directives, commands and requests in pairs and group work. 2. Imitate new cultural cues and social interactions in French, practice in pairs, the French alphabet, accents and question and answer exchanges being presented. 	<p><u>Instructional Focus :</u> Learning how greeting, naming and basic information in French is communicated both verbally and with appropriate social cues.</p> <p><u>Interpretive :</u></p> <ol style="list-style-type: none"> I. Appropriate response to culturally authentic video clips. II. Identify formal and informal scenes of greeting and social interaction. <p><u>Interpersonal:</u></p> <ol style="list-style-type: none"> I. Practice new structures via pair/share, information gap and simulation activities. II. Work with partners on scaffolding activities from one level of understanding to the next.
<p><u>Presentational:</u></p> <ol style="list-style-type: none"> 1. Students will introduce themselves in French including appropriate greeting, naming, social cues, and leave-taking. They will request and give appropriate communicative and cultural information. 	<p><u>Presentational :</u></p> <ol style="list-style-type: none"> I. Short written identification of new structures and vocabulary. II Small group simulation of meeting and greeting a new person in French, with appropriate social cues (la

	<p>bise, French handshake).</p> <p>III. Compare students' own schedule in French with that of a French student, identifying cognates and several school times and subjects (identification only)</p> <p>(Use of authentic video clips and ancillary materials)</p>
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Texts and Resources :

www.skype.com

Discovering French, Valette & Valette, McDougal Littel. Leçons 1 + 3

Authentic materials and teacher-made materials.

Instructional Fair, Denison

<p><i>Unité 2 – Personal Identification</i> <i>Comment t'appelles – tu? Tu es d'où?</i> <i>Tu es de quelle nationalité et de quelle origine?</i></p>
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Personal identification includes your name, nationality, city of origin and ethnicity. It is important to know your own ethnicity and general global location of your ethnic origins.</p> <p>Communicative Standard 7.1 : (1) Students will acquire the following vocabulary in this unit : Naming, first and last/ Discussion of ethnic background and nationalities/ Synthesis of greetings, salutations and personal identification lexicon. Students will be able to identify their city of origin.</p> <p>Cultural Standard 7.2 : (1) Students will be able to identify themselves, their own nationality and ethnic backgrounds and have an understanding of the backgrounds of other students in the class. (2) Students will be able to identify the flags, capitals and nationality adjectives of 10 other frequently mentioned nations and locate them on a world map.</p>

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What is your nationality and ethnic background? 2. Where is your country of origin on the world map? 3. How can we appreciate and discuss each other's diverse backgrounds in French? 4. How diverse is France and the French people in today's world. 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 1. There are different forms (masculine/ feminine/ singular/ plural) for the various nationality words and nations. 2. It is important to know where various nations are located on the globe, and to recognize basic identifying factors, such as their capital cities and flags. 3. Celebrating our ethnic diversity is a value to be demonstrated. 4. France is a very ethnically diverse nation with citizens from most of the major continents of the world

Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p><u>Interpretive :</u></p> <ol style="list-style-type: none"> 1. Demonstrate comprehension and understanding of key questions and answers in identifying themselves and others with regard to their names, cities of origin, nationalities and ethnic backgrounds. 2. Identify nations, nationalities, capitals and flags of 10 different nations, including their own. 3. Recognize the locations of these nations on a world map. <p><u>Interpersonal :</u></p> <ol style="list-style-type: none"> 1. Ask and appropriately answer personal identification questions on information being presented. 2. Participate in guided conversations using visual cues to discuss their own ethnicities and those of their classmates. 3. Identify with visual and oral cues the flags, nations, nationalities, and capitals of 10 world nations. <p><u>Presentational:</u></p> <ol style="list-style-type: none"> 1. Create a series of 10 index card flags identifying the nations, nationality words (Masculine and feminine) and the capitals 	<p><u>Instructional Focus:</u> Students learn expanded vocabulary in discussing their first and last names, ethnicities and nationalities, in cooperative and communicative exchanges.</p> <p><u>Sample Assessments</u> <u>+Instructional Strategies:</u></p> <ol style="list-style-type: none"> 1. Successfully complete a matching activity coordinating flags, nations and nationality words in French. 2. Engage in various information gap activities in pairs or small groups, working collaboratively to match and complete above information. 3. Songs, rhymes and chants based on various nationality words, their countries and capitals. 4. Pair practice of personal identification information as a personalized shield project. 5. Pair and small group practice or oral presentation of each student's personal shield. (Students practice in pairs, and using inside outside circle strategy before presenting before the class). 6. Pair and small group information gap activity involving 10 flags on index cards. 7. Class presentation of personalized shields with

<p>being studied.</p> <p>2. Create their own personal shield either as a paper product or a digital product to present and share with classmates.</p>	<p>assessment by oral rubric.</p> <p>8. Critical listening activity on the part of auditors during students presentations.</p> <p>9. Student “ show and tell” of authentic ethnic artifacts.</p> <p>10. Gallery walk and “ two stars and a wish” student review of class projects.</p>

Texts and Resources:
Discovering French, Leçon 2, Leçon 19
Cantiques, Rythmes et Rimes (Words and CD)
World Atlas
DF ancillaries

