

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

French 1

Course Description

Fundamentals of French is an introductory course in French language and culture for students who experienced difficulty in grades 7 and 8, students who are repeating French 1 or those who have had no previous experience in the language. Its purpose is to present the basic structures and vocabulary of the language with particular emphasis on writing, speaking and listening comprehension to prepare students to continue in French 2. With successful completion of the course, students will be at the Novice High level of the ACTFL Performance Standards and prepared to advance to French 2

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

At the Novice level, **listeners** can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

At the Novice level, **readers** can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice-level **speakers** can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Student Skills

- Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Students can identify products and practices in my own and other cultures to understand perspectives.
- Students can interact at a survival level in some familiar everyday contexts.



Concepts	Essential Questions	Key Activities May Include:
<i>Faisons connaissance</i> (Getting acquainted)	<ul style="list-style-type: none"> · Who am I? · How do I introduce myself and others ? · How do people identify themselves? · What is meant by family? 	<p>Write a short book presenting a character, his origin, and his family.</p> <p>Create a family tree</p> <p>Present one’s family to others</p>
<i>La vie courante</i> (Everyday life)	<ul style="list-style-type: none"> · What does food tell us about culture? · How does our sense of time impact culture? · How do we ask for the things we need? 	<p>Perform a skit at a cafe</p> <p>Illustrate a calendar with important events</p> <p>Make a food journal</p>
<i>Qu’est-ce qu’on fait?</i> (Daily activities)	<ul style="list-style-type: none"> · How do we express our likes and dislikes? · What do people do in their free time? · How do we think about time? · How do our seasons impact the way we live and what we do? 	<p>Poll classmates and friends about preferences and present the data to the class.</p> <p>Write a letter home from camp describing the activities you and your friends do.</p>
<i>La monde personnel et familier</i> (people and possessions)	<ul style="list-style-type: none"> · What possessions are important? · How do I talk about the place I live and the things I value? · How do we describe what and who we see? 	<p>Create a poster of your room and describe what you have in it.</p> <p>Write instructions for someone to clean the house.</p> <p>Solve a mystery by interviewing witnesses about the suspect.</p>



Concepts	Essential Questions	Key Activities May Include:
<p><i>En ville</i> Visiting Paris</p>	<ul style="list-style-type: none"> · What is important to do when we are visiting a new city? · What do we know about our friends and neighbors? · How are cities similar and different in different cultures? 	<p>Send a series of postcards home from a trip describing the places you go each day.</p> <p>Interview your family and create a video story about what they do during the day.</p> <p>Diagram your ideal house and explain why each item is important.</p> <p>Create a travel brochure of a French speaking city highlighting important monuments.</p>
<p><i>Le shopping!</i> (fashion and buying clothes)</p>	<ul style="list-style-type: none"> · How does our style reflect who we are? · How are we influenced, identified or defined by the clothes we wear? · How do we compare ourselves and others? - How is politeness shown in different cultures? 	<p>Perform a spontaneous fashion show identifying the styles and outfits you put together.</p> <p>Write a letter to a friend about a weekend trip. Describe what you are going to wear, what you need to bring, and whom you are taking with you.</p> <p>Write a letter as an advice columnist offering instructions for solving a problem</p>
<p><i>Le temps libre</i> (Leisure time activities)</p>	<ul style="list-style-type: none"> · How do we talk about events in the past, present, and future? · What activities are important enough to talk about? What things do we not talk about? 	<p>Play “Two Truths and a Lie”</p> <p>Play detective and explain what happened at a crime scene.</p> <p>Write a letter explaining what you did on your last vacation.</p>

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

