

**Southern Regional High School District**  
**Department-World Language                      Course # 5510**

**Course Title:**

**French I**  
**Written by Rachel Greene and Bev Skodi**  
**August 2008**

**Essential Questions of the Course:**

- 1.     What is culture?**
- 2.     How does culture define who we are?**
- 3.     How are Americans different from the French?**
- 4.     How do I communicate, function and interact in another culture?**
- 5.     Who are significant French people, and how have they enhanced our society today?**

**Assessments:**

- 1. Students will complete spontaneous and/or rehearsed oral assessments. (Interpretive and Presentational)**
- 2. Students will compare/contrast elements of the cultures. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**
- 3. Students will complete tests, quizzes, and other collaborative tasks.**
- 4. Students will complete authentic performance assessments related to the thematic units. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**

**Unit Title:** Introduction to French I – How is French different from English?  
“Getting Acquainted”

### **Essential Questions of the Unit:**

1. How does French sound?
2. How is French written?
3. How do the French greet one another?
4. How do we communicate in the French classroom
5. How do we identify and use French numbers?
6. How do the French tell time?

### **Assessments:**

1. Students will create formal and informal dialogues related to people meeting and greeting one another. (Interpretive, Interpersonal, and Presentational) (Cultural Perspectives and Practices)
2. Students will complete spelling dictations to assess listening, sound recognition and discrimination. (Interpretive and Presentational)
3. Students will retell orally and in writing a familiar story (TPR). The language is always in a context. (Presentational)
4. Students will complete “clozes” to assess comprehension. (Presentational)
5. Students will complete spontaneous and rehearsed mini-interviews.
6. Students will complete test, quizzes, and other collaborative activities.
7. Teacher observation and informal/formal assessment of student performance
8. Student developed review tasks (Interpretive, Interpersonal, and Presentational)

## **Content:**

### **Vocabulary:**

1. **The salutations (coming and going)**
2. **Classroom expressions and objects**
3. **TPR commands**
4. **Phrases of courtesy**
5. **Time**
6. **Numbers 1-100**
7. **Questions – who, where, what**
8. **People in a classroom (prof., fille, garçon, copain)**
9. **Location/placement of objects in the room (sur, sous, a cote de, devant, derriere, dans)**

### **Grammar:**

1. **Singular subject pronouns (je, tu, il, elle)**
2. **Spelling**
3. **Verb “to be” (etre)**
4. **Negative (ne...pas)**
5. **Use of s'appeller (to call oneself)**
6. **Idiom – hungry**
7. **Cognates**
8. **Time formation**
9. **Connais vs sais**

### **Culture:**

1. **Formal vs informal**
2. **How the French greet each other**
3. **Love in the French society**
4. **Letter and sound system**

## **Skills:**

1. **Pronounce words**
2. **Greet one another**
3. **Answer patterned questions and ask**
4. **Spell familiar words**
5. **Listen and react to TPR commands**
6. **Use and understand familiar French words and phrases in the classroom**
7. **Count from 1-100**
8. **Tell time**
9. **Tell where objects are in the classroom**
10. **Decoding simple words**

## **Purpose / Rationale of the unit:**

**This introductory unit provides students with a foundation in the phonetic system. Students acquire basic decoding skills and realize that a spoken sound may be spelled in various ways. Early on, students use the language in speaking and writing. They are expected to use French for everyday classroom needs. Listening skills are heightened as simple French is spoken in the classroom.**

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

1. TPR commands
2. Oral paired dialogues (formal and informal)
3. Spelling Bee (contest)
4. Write and retell “Le Petit Rat Mignon”
5. Count on hands – Show me the number
6. Bingo
7. Give time - tell me appropriate greeting (Bonjour, Bonsir, Bonne Noit)
8. By looking at a clock, tell me the time. (Analog and Digital)
9. Partner activities/challenges.
10. TPR story (true/false, cloze, short answer)
11. Play Battleship with numbers.

### **1. Interpersonal:**

- a. Students will work in groups to devise a review lesson (including instruction, practice, and activity) on an assigned topic.

### **2. Presentational:**

- a. Students will teach a review lesson on an assigned topic, including numbers, time, weather, days, months, and conversation.
- b. Students will conduct their designed review activity.
- c. Students will complete various exercises.
- d. Students will take a review quiz.

### **2. Other:**

- a. Students will complete a Review packet of graphic organizers.

## **Materials and Resources:**

1. TPR Story “Le Petit Rat Mignon”
2. Clock
3. Magazine pictures
  - a. Tu connais
  - b. Vous/tu
4. Text – Discovering French – Blue
5. France culture capsules
6. The Ultimate Review Packet/Overhead Transparencies
7. Student Provided Props/Materials for Review Lessons
8. Classroom expression posters

## Unit of Study      2

**Unit Title:**      What is our society like?

### **Essential Questions of the Unit:**

1.      Who are we?
2.      Where do we live?
3.      Where are we from?
4.      How do we describe our family?
5.      How do we view the family vs. how the French do?

### **Assessments:**

1.      Students will construct a family tree and then in an essay, describe the relationship of the families and their origin. They will orally present their work. (Presentational)
2.      Students will complete quizzes, tests, and collaborative activities.
3.      Students will write, memorize and present a family description (Presentational)
4.      Students will participate in multiple rehearsed and spontaneous conversational activities—dialogues, interviews, discussions (Interpersonal and Presentational)
5.      Students will demonstrate their knowledge of family vocabulary, possessive adjectives, adjectives and Etre using picture prompts.
6.      Students will describe how extended family members are related.
7.      Students will complete various listening interpretation tasks, using CD exercises, video clips, and readings. (Interpretive)
8.      Students will compare/contrast a variety of aspect of family traditions in France/United States. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives and practices)
9.      Students will read/interpret a number of réalia materials—including, an Astérix article about French family structure. (Interpretive)

## **Content:**

### **Vocabulary:**

1. Name countries where French is spoken.
2. Nationalities of these countries.
3. Family members
4. Colors
5. Questions – Where from, where live, who
6. Days of the week
7. Months of the year
8. Weather/seasons

### **Grammar:**

1. Adjectives of nationality (de, a) – prepositions
2. Agreement of adjectives
3. Venir vs. habiter
4. Order of writing the date
5. Verb “Avoir” and expression of age
6. Adjectives of color follow the noun
7. Masculine and feminine forms
8. Faire with weather
9. Verb “etre” – conjugation

### **Culture:**

1. Differences between French and American families
2. Geography
3. Countries
4. Apartments versus houses in France
5. Weather in France
6. Astérix article about the family

## **Skills:**

1. **Identify French-speaking countries on a map.**
2. **Discuss the Norman Invasion of 1066.**
3. **Ask and answer questions concerning origin and location.**
4. **Identify nationalities of 5 countries (anglais, americain, italien, canadien, allemand)**
5. **Analyzing cause and effect relationship in terms of French in the English language.**
6. **Retell stories**
7. **Tell date**
8. **Talk about family giving name, age and where they live.**
9. **Tell the differences between a French family and an American one? What do we value?**
10. **Describe familial relationships and ownership using possessive adjectives**

## **Purpose / Rationale of the unit:**

**This unit focuses on the influence of the French language and culture. Students study the historical events, which have led to the spread of the French language. The impact of French vocabulary and phrases on the English language furthers student understanding of how language develops. Students are introduced to the family unit from a cultural point of view. With appropriate vocabulary, they describe their family and a French family, noting similarities and differences in the nuclear family and family dwellings.**

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

1. Muzzy
2. Story “Un Pepsi Bleu”
3. Interview family/age
4. Listening of My Family
5. French in English language
6. French in the kitchen
7. Text: Discovering French – Bleu activities (Tête a Tête, Interviews, etc.)
8. Song of months
9. Song of days of week

### **1. Presentational:**

- a. The students will write descriptions of famous and fictitious families
- b. The students will complete picture prompts
- c. The students will write, memorize, and present family tree
- d. The students will create a Venn diagram comparing/contrasting family issues in France and the United States

### **2. Interpretive:**

- a. The students will complete a number of listening interpretive tasks, using CD exercises, video clips, and reading selections.
- b. The students will perform interpretive tasks based on the descriptions of my family and those of their peers.
- c. The students will interpret a family tree by answering related questions.

### **3. Interpersonal:**

- a. The students will conduct partner interviews, each person with different questions.
- b. A student will describe a person, and their partner must identify the picture which had been described.

### **4. Other:**

- a. flashcard drills—choral repetition of vocabulary
- b. activities for review—flyswatter, jeopardy, serpent. BINGO
- c. graphic organizers and worksheets
- d. magazine picture descriptions in cooperative groups

## **Materials and Resources:**

1. Text: Discovering French – Bleu
2. Learning about languages
3. France culture capsules
4. Video – “Muzzy”
5. Flashcards-Family Members, Adjectives, Etre
6. Astérix article and cartoon
7. Model/sample projects
8. Graphic Organizers
9. Magazine pictures-picture prompts

## Unit of Study        3

**Unit Title:        Our Daily Life**

### **Essential Questions of the Unit:**

1.     **How do we express hunger/thirst?**
2.     **How do we communicate in a café?**
3.     **How do we live?**
4.     **What foods are common to the culture of France?**
5.     **Why are our eating customs different than the French?**
6.     **How do the French celebrate the Christmas holidays?**
7.     **How is the Christmas celebration different from the United States?**

### **Assessments:**

1.     **Students will create, memorize, and perform a culturally and linguistically accurate dialogue in which they order from a restaurant, eat a meal and pay the bill. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)**
2.     **In French, the students will write a brief essay describing French mealtimes and common foods eaten at each one. (Presentational) (Cultural perspectives, practices, and products)**
3.     **Students will complete listening comprehension tasks, using videos, CDs, and teacher/student activities. (Interpretive)**
4.     **Students will create—illustrate and label--comic strips. (Presentational)**
5.     **Students will participate in various partner dialogues and interviews. (Interpersonal and Presentational) (Cultural perspectives, practices, and products)**
6.     **Students will create a formal menu using vocabulary and prices. (Presentational) (Cultural Products)**
7.     **Students will compare/contrast cultural aspects of meals by creating a Venn diagram.**
8.     **(Interpretive, Interpersonal, and Presentational)**
9.     **Students will complete quizzes, tests and collaborative activities.**

## **Content:**

### **Vocabulary:**

1. **Café foods (Text only)**
2. **Dialogue words in café – Vous desirez – C’est combien; Je t’invite – Je voudrais**
3. **Meals**
4. **Hungry/thirsty**
5. **Commentary on foods and beverages**
6. **Extending invitations**
7. **Ways to accept/refuse invitations**

### **Grammar:**

1. **Conjugation of verb “avoir”**
2. **“Avoir” with hungry or thirsty**
3. **Prendre**
4. **Avoir faim/soif**

### **Culture:**

1. **Typical café foods and beverages in France**
2. **The French café**
3. **French currency – franc and exchange rate.**
4. **Kings Day (le 6 janvier)**
5. **Christmas in France (shoes, etc.)**
6. **Compare and contrast meals in France/USA? (including table settings, meal times, and proper etiquette)**

## **Skills:**

1. Identify vocabulary related to food and beverages
2. Extend invitations to a café
3. Accept/Refuse invitations to a café
4. Request the menu/check
5. Discuss food on menu
6. Pose questions about the menu selection
7. Express what selection is available
8. Order food and beverages in a French café.
9. Ask opinions about meal
10. Comment on food and beverages
11. Offer to pay for meal
12. Clarify the price
13. Discuss the differences in mealtimes between French and American societies.
14. Discuss the weather and the seasons.

## **Purpose / Rationale of the unit:**

**This unit exposes students to the French cultural phenomena of eating. Students acquire basic vocabulary and expressions, which will allow them to function in a French restaurant or café. In this unit they will learn how to make, accept, and decline invitations. They will learn how to communicate as a customer and employee of a restaurant.**

**Cultural mores such as use of silverware, wine, cheese, main meal and café are discussed. Christmas foods and customs allow students to compare holiday traditions with their own celebrations.**

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Five Weeks**

## **Instructional Activities:**

1. Café scene
  2. Compare money – show French currency.
  3. Celebrate Christmas and Kings Day.
- 
1. **Presentational:**
    - a. Create Menu
    - b. Illustrate/label comic
    - c. Write, rehearse, perform café scene
  2. **Interpersonal:**
    - a. Partner interviews, each partner with different questions.
    - b. Communicative activities: ex-asking/answering prices of different café items.
  3. **Interpretive:**
    - a. Le chapeau/la soupe de Madame Greene—listening interpretation tasks
    - b. Interpret CD activities and video clips
    - c. As groups present their café scenes, the class will do listening interpretation tasks. They must listen for key information
  4. **Other:**
    - a. flyswatter
    - b. BINGO
    - c. Flashcard drills—vocabulary, expressions, verb conjugations
    - d. Multiple graphic organizers
    - e. Le serpent, Jeopardy, flyswatter review activities

## **Materials and Resources:**

1. Text – Discovering French – Bleu
1. TV/VCR, CD player, overhead projector
2. Allez, viens! Video #2
2. Allez, viens! CD 5
3. Overheads
4. Allez, viens! Level 1 book
5. Various interviews, dialogues, worksheets, graphic organizers
6. Vocabulary and verb posters/flashcards
7. Video camera
8. Crêpe irons, materials
10. Props for café scene
11. Models of projects

## **Unit of Study**      4

**Unit Title:**      **School Life**

### **Essential Questions of the Unit:**

1.      **What is the French school system like?**
2.      **How does it differ from the American school system?**
3.      **How is the typical French student's schedule similar/different to that of the typical American student?**
4.      **How do we describe our schedules, using the days of the week and the verb AVOIR, in the target language?**
5.      **How do we explain why we like/dislike our classes?**
6.      **How do we ask others about their schedules?**
7.      **How do we agree/disagree with others?**

### **Assessments:**

1.      **Students will complete a cloze assessment on the French school system. This is done to assess student reading and writing skills and their understanding of differences in the daily student life in France. (Interpretive, Presentational) (Cultural perspectives and practices)**
2.      **Students will write and retell the story "Les Jaloux." (Interpretive and Presentational)**
3.      **Students will describe their daily routine. (Presentational)**
4.      **Students will complete quizzes, tests, and collaborative activities.**
5.      **Partner and group interviews (Interpersonal and Presentational)**
6.      **Listening comprehension tasks (Interpretive)**
7.      **Interpretive tasks based on Video clips**
8.      **Interpretive task-Read and discuss letter from French pen-pal.**
9.      **Presentational task: Write a response letter to pen-pal, describing school schedule and opinions about subjects.**
10.     **Write and rehearse original conversations and dialogues. (Interpersonal and Presentational)**
11.     **Dictations on the subject of telling time, and filling in schedules. (Interpersonal and Presentational)**

## **Content:**

### **Vocabulary:**

1. “er” verbs
2. Question words “who, what, when, where, why”
3. Adverbs (souvent, rarement, etc.)
4. Negative (ne....pas)
5. Technology in classroom (ordinateur) and objects – review
6. Les cours
7. Numbers 1-60
8. Time vocabulary
9. Avoir
10. Reasons to support why one likes/dislikes subjects
11. Days of the week
12. Question: Comment tu trouves ça?

### **Grammar:**

1. “er” verb conjugation
2. Placement of adverbs
3. Syntax of questions
4. How to answer negatively
5. Conjugation of Avoir
6. Telling time, and AT what time

### **Culture:**

1. Difference between French school and American school
2. Typical schedules--# of languages, school sports, number of classes, length of classes, years in school, lunch break, lockers, exams, higher education, grades...etc.

## **Skills:**

- 1. Students will be able to talk about what they do in school in French.**
- 2. Students will be able to discuss differences between French and American school systems.**
- 3. Students will be able to talk about computers and other new technology with appropriate vocabulary.**
- 4. Ask and tell time, using analogue and digital clocks**
- 5. Conjugate the verb Avoir**
- 6. Identify various subjects**
- 7. Describe AT what time someone has each class**
- 8. Discuss reasons why one likes/dislikes subjects**

## **Purpose / Rationale of the unit:**

**Students will acquire the basic vocabulary to describe a typical school day from them in the United States as well as in France. Students will study the French educational system and compare it to our American one.**

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Five Weeks**

## **Instructional Activities:**

1. Story “Les Jaloux”
2. Cloze of school
3. Conjugation of “er” verb song
4. Cultural reading in text
5. Conjugation “ir”, “re” verb songs
6. Venn diagram, comparing and contrasting school life in America and France (Interpretive and Presentational) (Cultural perspectives and practices)
7. Read and interpret French comic about school life.

### **1. Presentational**

- a. description of school schedule—daily and weekly
- b. letter to pen-pal, describing schedule and opinion of subjects
- c. Written and rehearsed original conversations and dialogues

### **2. Interpersonal**

- a. partner interviews—asking, at what time do you have...? What do you think about...? Do you have/prefer...? I like...and you? Etc...
- b. partner time dictations
- c. teacher-student time dictations

### **3. Interpretive**

- a. Reading interpretations
  - i. interpret conversations
  - ii. interpret and describe a student’s daily schedule
  - iii. interpret and describe a student’s weekly schedule
- b. Listening interpretation exercises
- c. Interpretive tasks based on video clips

### **4. Other:**

- a. games
- b. flashcard drill for pronunciation
- c. graphic organizers
- d. worksheets
- e. Aller à la pêche

## **Materials and Resources:**

1. Text – Discovering French – Bleu
2. Text-Allez, viens! Level 1
3. Overhead transparencies
4. Story “Les Jaloux” – TPR
5. Flashcards
6. Calendars
7. Video
8. CDs
9. Ancillary Materials

## **Unit of Study      5**

**Unit Title:                  Shopping**

### **Essential Questions of the Unit:**

- 1.      How do the French shop for specific items?**
- 2.      Where do the French shop for specific items?**
- 3.      Why do the French shop for specific items?**

### **Assessments:**

- 1.      The students will create a fashion show in which they describe what they are wearing, indicating color, cost, and where it was purchased. (Interpretive, Interpersonal, and Presentational)**
- 2.      Students will tell and rewrite story “Aux Galerie Lafayette.”**
- 3.      Students will complete quizzes, tests and collaborative activities.**
- 4.      Students will role-play a clothing store scene between customer and store clerk. (Interpersonal and Presentational) (Cultural practices and products)**

## **Content:**

### **Vocabulary:**

1. **Clothing**
2. **Adjectives of description**
3. **TPR Storytelling vocabulary**
4. **Numbers 100-1000**
5. **“ir”/”re” verbs**

### **Grammar:**

1. **Chez (in reference to stores, restaurants)**
2. **Placement of adjectives**
3. **Questions “Comment trouves-tu \_\_\_\_? “Qu’est ce que tu penses de \_\_\_\_?”**
4. **“ce, cette, ces, cet”**
5. **Infinitive construction for immediate future (aller, aimer, detester, voudrais)**
6. **“ir” “re” verb conjugation**

### **Culture:**

1. **Fashion designers**
2. **Magazines**
3. **Prices of clothing in France**

**Skills:**

1. Students will be able to describe clothing in terms of color.
2. Students will distinguish between names of French department stores, boutiques and discount stores.
3. Students will be able to solicit appropriate help in a store and ask opinions of store clerk.
4. Students will be able to voice their opinions of other students' clothing.

**Purpose / Rationale of the unit:**

Students will immerse themselves into French fashion by becoming aware of important designers and stores. They will describe and critique clothes while participating in their own role-play of a store situation. They will gain an understanding of how shopping reflects a person and a culture. Students' ability to engage in spontaneous conversation will be enhanced.

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

1. **Watch Muzzy**
2. **Story “Aux Galerie Lafayette” – TPR**
3. **Draw pictures of people in different clothing – dictated by teacher**
4. **Group/partner – role-play customer and store clerk**

## **Materials and Resources:**

1. **Text– *Discovering French Bleu***
2. **Text-Allez viens-Level I**
3. **Muzzy, Part 2**
4. **Flashcards**
5. **Situations for Role-Plays**

## **Unit of Study      6**

**Unit Title:**      **Where do We Live?**

### **Essential Questions of the Unit:**

- 1.      How do towns have an identity?**
- 2.      How is life in a French town/city similar/different than in the United States?**

### **Assessments:**

- 1.      Given a map of a town, students will follow and respond to requests for directions for an American traveling in France. (Interpretive, Interpersonal, and Presentational)**
- 2.      Students will compare and contrast y town/city life in the United States vs. France. Venn Diagram; Written Essay (Interpretive and Presentational)**
- 3.      Students will complete tests and quizzes.**

## **Content:**

### **Vocabulary:**

1. **Places around town/city**
2. **Direction words (left, right)**
3. **Placement words (far, near, on corner, next to, across from)**
4. **What is sold in a specialty store**
5. **Faire expressions – (une promenade etc.)**

### **Grammar:**

1. **a la, au, a' l' – to the, at the**
2. **Verb “aller” and conjugation (review)**
3. **a' cote du, de la, des**
4. **“faire” conjugation**

### **Culture:**

1. **Monuments of Paris**
2. **Famous artists in Musee D'Orsay (6)**
3. **How is a French town different from an American town?**

### **Skills:**

1. **Students will be able to give and understand directions in French.**
2. **Students will be able to describe where buildings are located in a town.**
3. **Students will be able to tell several differences between a French town and an American one.**
4. **Students will identify Parisian monument and French painters.**

### **Purpose / Rationale of the unit:**

**This unit focuses on the structure of life in a French town. Students will learn to ask and understand directions from a native French speaker. They will also be able to describe, both orally and written, the layout of a French town. In particular, they will recognize Parisian monuments and impressionistic paintings found in several museums.**

**New Jersey Core Curriculum Content Standards:**

**7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Time Frame of Unit:**

**Five Weeks**

### **Instructional Activities:**

1. Song “Champs-Elysee”
2. Verb conjugation song “Aller”
3. Using a map – interpret my directions. Where do you end up?
4. Write out own directions.
5. Cultural readings pg. 236-239.

### **Materials and Resources:**

1. Discovering French Bleu
2. Allez viens-Level I
3. Video segments
4. Overhead transparencies
5. Ancillary materials
6. Cassette tape “Joe Dessain”
4. Maps of French towns and cities
5. Situations- Role-plays