**Curriculum**

**MS Beginning French**

**Course Overview**

The main purpose of this course is to enable Middle School Students to acquire a basic usage of the French language through a communicative, linguistic and cultural approach to language learning. Throughout the course there is continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding of the Francophone world is fostered and real-life situations are emphasized on this course. Students begin to explore and study themes related to personal, family, school, social and community life As resources, we use the textbook *Discovering French Bleu* in addition to a variety of other materials including: games, films, songs , books, ipads, ipods, Chromebooks, computer programs and the new TASIS LMS.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to achieve a basic communicative competence of the language in a variety of everyday situations and to continue their study of this language (and perhaps others), using the knowledge they have acquired here as a foundation.

At the end of this course students will be expected to demonstrate ability to:

* Convey information and discuss basic ideas clearly and effectively in a limited range of situations.
* Understand and apply acquired skills accurately in spoken and written forms  in a limited range of situations.
* Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
* Give and follow basic classroom instructions.
* Understand and manipulate a limited range of vocabulary in common usage.
* Use a register that is generally appropriate to the situation.
* Show an awareness of some elements of Francophone culture.
* Demonstrate understanding of how a language works through comparisons of French with their own language.
* Recognize familiar words in context.
* Understand small conversational exchanges at normal speaking speed.
* Participate in short dialogues based on models with relative ease.
* Understand simple written passages.
* Write coherent, simple and grammatically accurate compositions.
* Read and respond at a basic level to written materials.
* Demonstrate comprehension of simple written texts or stories on a variety of different topics.

**Performance Indicators**

**Students will be able to:**

* Greet and say good-bye
* Identify himself/herself or someone else.
* Identify an item or person.
* Identify items in the singular and plural forms.
* Count from 0-1 000
* Indicate the date, time, year seasons and weather
* Spell and understand phonetic sounds
* Describe himself or someone else (physically and personality)
* Ask a simple question.
* Identify animals.
* Make a negative statement.
* Describe the location of a person or thing.
* Express likes and dislikes.
* Ask where someone is from.
* Ask or tell who someone is.
* Talk about the French school system and compare it with the American one.
* Tell what subjects you take in school, express opinions about them and the school as a working place.
* Ask and answer questions formally and informally.
* Identify school supplies.
* Talk about what he/she does not do.
* Tell what he/she and others like and don't like to do.
* Talk about somebody’s family.
* Describe his/her home and neighbourhood.
* Tell his/her age and find out someone else's age.
* Tell what belongs to him/her and others.
* Order food or beverage at a café or restaurant.
* Know how to interact with others in a store.
* Give locations and describe places.
* Compare eating habits in the United States and in the French-speaking world.
* Understand and use familiar everyday expressions and very basic phrases   aimed at the satisfaction of needs of a concrete type.
* Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
* Give and follow basic classroom instructions.
* Getting someone’s attention.
* Making generalizations.
* Expressing opinions.
* Talking about present events.
* Contradicting a negative statement or question.
* Talk about temporal relations.
* Introducing a Conclusion.
* Express an opinion.

Talking about past events.

**Assessments**

Daily written exercises

Oral presentations

Written work

Poster exercises

Role- plays

Listening and reading comprehensions

Homework assignments

Unit tests that include vocabulary and grammar

**Core Topics**

**Quarter 1**

Francophone World

Individual and Society (meeting and greeting people; talking about yourself and other people)

Food and drink

Essential basic grammar

**Quarter 2**

The Individual and Society

Education and Work

Towns and Services

Leisure and Travel (to include Media)

Essential Basic grammar

**Quarter 3**

Individual and society

The play: The three little pigs

Essential grammar

**Quarter 4**

Individual and society

Leisure

Essential grammar

**Specific Content**

**Quarter 1**

Meeting and greeting people.

Introducing oneself and forms of salutation.

Adjectives of nationality.

L’ alphabet.

Saying and asking how people feel.

The verbs to have and to be ( être/ avoir).

Counting 0-1000.

The expression: “il y a".

Regular -er and-ger verbs.

Irregular verbs: Être et Avoir

Introducing one’s family

Ind./def. articles, gender, subject pronouns.

Talking about food and drink.

Offering and asking a friend something to eat or drink.

Asking and paying for food and drinks.

The negative.

The adjectives.

Talking about time, date and the weather.

Giving the date: days of the week, months, years, seasons and birthdays.

Some basic prepositions.

**Quarter 2**

Possessive adjectives.

The verbs: “ prendre and faire”.

Asking and answer yes/ no questions, question words, questions with inversion.

**Quarter 3**

Singular and plural nouns.

The expression “ avoir…..ans”

Use of “c’est and il est”

Demonstrative adjectives

Past tense of regular verbs.

Verbs from the second group-IR

**Quarter 4**

The house

Sports

Past tense of irregular verbs.

The imperative.

**Resources**

In addition to course text ( “Discovering French Nouveau- bleu”) students have access to LMS, hand-outs, stories, films, musics, magazines, newspapers, leaflets, ipods, ipads and internet links.