**Curriculum**

**French 1**

**Course Overview**

Ab initio French I is an introductory course which is intended for students with little or no prior experience in French. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics of study include the French educational system,  leisure activities, the family, food, eating out, clothing, travel, sports, and seasonal activities. Developing a sound knowledge of basic grammar and an interest in French speaking people, their countries, and their cultures  are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. All classes are taught in French; no English is spoken. Textbook: *Bon voyage 1*

**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**:

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

1. recognize familiar words in context (2, 3)
2. understand small conversational exchanges at normal speaking speed (1)
3. participate in short dialogues based on models with relative ease (1)
4. ask/respond freely and correctly in vocabulary, structure, and sound to simple questions (1, 2, 3)
5. communicate original ideas, albeit on a rudimentary level (1, 2, 3)
6. convey information and discuss basic, original ideas clearly and effectively in a limited range of situations (3)
7. express their needs, desires, basic ideas with relative ease (1, 2)
8. understand simple written passages (2)
9. read and respond at elementary level to written material (2)
10. produce French which is phonetically and syntactically correct (1, 3)
11. write coherent, simple, and grammatically accurate compositions (3)
12. show an awareness of some elements of francophone culture (4)
13. give and follow basic classroom instructions (2)
14. understand and apply aquired skills accurately in spoken and written form in a limited range of situations (1, 2, 3)
15. understand and manipulate a limited range of vocabulary in common usage (1, 2, 3)
16. use a register appropriate to the situation (4)
17. demonstrate understanding how a language works (5)
18. use the target language to recognize the impacts and contributions of the francophone world on history, science, art, music, sport, politics, social/environmental issues, cuisine, literature, and language (6)

**Performance Indicators**

The student will be able to:

-identify himself/herself or someone else

-count from 0-60

-identify an item or person

-identify items in the singular and plural forms

-count from 60-1.000.000.000

-indicate the date and time

-describe himself or someone else

-ask a simple question

-make a negative statement

-describe the location of a person or thing

-express likes and dislikes

-tell what someone is like

-ask where someone is from

-ask or tell who someone is

-describe yourself or someone else

-talk about students from France and Martinique

-describe people and things

-discuss more than one person or thing

-tell what subjects you take in school and express some opinions about them

-converse with people formally and informally

-talk about French-speaking people in the United States

-talk about what he/she does in school

-talk about what he/she and his/her friends do after school

-identify and shop for school supplies

-talk about what he/she does not do

-tell what he/she and others like and don't like to do

-discuss schools in France

-talk about his/her family

-describe his/her home and neighborhood

-tell his/her age and find out someone else's age

-tell what belongs to him/her and others

-describe more people and things

-talk about families and homes in French-speaking countries

-order food or beverage at a café or restaurant

-tell where he/she and others go

-tell what he/she and others are going to do

-give locations

-tell what belongs to him/her and others

-describe more activities

-compare eating habits in the United States and in the French-speaking world

-identify more foods

-shop for food

-tell what he/she or others are doing

-ask for the quantity you want

-talk about what him/her or others don't have

-tell what he/she or others are able to do or want to do

-talk about French food-shopping customs

-identify and describe articles of clothing

-state color and size preferences

-shop for clothing

-describe people's activities

-compare people and things

-express opinions and make observations

-discuss clothes and clothes shopping in the French-speaking world

-check in for a flight

-explain some services aboard the plane

-talk about people and things as a group

-discuss air travel in France

-purchase a train ticket and request information about arrival and departure

-use expressions related to train travel

-talk about people's activities

-point out people or things

-discuss an interesting train trip in French-speaking Africa

-talk about team sports and other physical activities

-describe past actions and events

-ask people questions

-discuss sports in Canada and in French-speaking Africa

-describe summer and winter weather

-talk about summer activities and sports

-talk about winter sports

-discuss past actions and events

-make negative statements

-talk about a ski trip in Québec

-describe his/her personal grooming habits

-talk about his/her daily routine

-talk about his/her family life

-tell some things he/she does for himself/herself

-talk about daily activities

-talk about daily activities in the past

-discuss a French family's daily routine

**Assessments**

*Ab initio French I is a “direct method” course at its core, and students receive immediate feedback each day.*

Daily written exercises

Compositions (individual and group)

Oral exercises, improvisations, dialogues

Listening/reading comprehension exercises

Posters

Charts

Greeting cards

Power Point presentations generated by students

Daily quizzes (individual, pair, and group)

Chapter tests

Regularly scheduled oral tests in the language lab

Vocabulary tests

Comprehensive semester exams covering all aspects of learning

REVIEW (Students have the opportunity to complete an unlimited number of extra credit assignments to hone and solidify their language skills.)

**Core Topics**

Individual and society

Education

Daily routines

Food and drink

Personal details, appearance and character

Physical Health

Relationships

Shopping

Leisure and work

Holidays

Sport

Transport

Urban and rural environment

Weather

Neighbourhood

Physical geography

**Specific Content**

Individual and society

Education (French Educational System vs. Other Systems)

Daily routines (School and home routines)

Food and drink (Café, restaurant, home)

Personal details, appearance and character

Physical Health (Body parts, general health)

Relationships (With family, friends, teachers)

Shopping (For food, clothes)

Leisure and work

Holidays (To the city, country, seaside, mountains)

Sport (Information about football, hockey, basketball)

Transport (Travel by train, plane, bus and auto)

Urban and rural environment

Weather (In fall, winter, spring, and summer in France and elsewhere)

Neighbourhood

Physical geography

**Grammar:**

Indefinite/definite articles

Possessive

Gender

subject pronouns

c’est vs. il est

“être”

negation

interrogative forms

adjective endings

“quel”

prepositions

“il y a”

regular –er verbs

indefinite/definite articles

adjective endings

“être”

negation,

regular –er verbs

verb + infinitive

“avoir”

possessive adjectives

“aller”

“aller” + infinitive

“prendre, comprendre, apprendre”

 “Faire”

partitive

“pouvoir”

“vouloir”

“mettre”

comparative

“voir”

“croire”

regular –ir verbs

“quel”

“tout”

“sortir, partir, dormir, servir, mentir”

regular –re verbs

demonstrative adjectives

“dire, lire, écrire”

Past tense (passé composé)

“qui, qu’est-ce que, quoi”

“boire, devoir, recevoir”

past tense of irregular verbs

negative words

past tense with “être”

pronominal verbs

**Resources**

“Bon voyage” LEVEL 1 and accompanying audio-visual material and internet links)

“Découverte et Création” (first quarter) and accompanying audio-visual material and internet links

Realia: Authentic leaflets, posters about cultural activities in France and Canada, postcards, greeting cards, brochures, food packaging, collages, decorations, and maps on walls of classroom

Contemporary French, Cajun, French Africain music

Classical music

French cinema

TV 5 special programmes

TV 5 “Apprenons le français” series

Youtube French adverts, interviews

Original Power Point presentations and those of others

Guest speakers

Internet sites (“About.com French language”)