

# School District of Springfield Township

## Springfield Township High School Course Overview

### **Course Name: French I**

#### **Course Description**

The French I course supports the National Standards for Foreign Language Learning in the 21<sup>st</sup> Century. This course emphasizes the reading, writing, listening, and speaking skills with concentration placed on comprehension, structure, and grammar usage. Cultural activities are used to increase students' cultural awareness, and opportunities for self-expression are provided.

#### **Unit Titles**

Unit 1: Talking about Friends  
Unit 2: Classes and Teachers  
Unit 3: School and Afterschool Activities  
Unit 4: Family and Home  
Unit 5: Food and Restaurant  
Unit 6: Food Shopping  
Unit 7: Clothing and Accessories  
Unit 8: Traveling by Plane  
Unit 9: Traveling by Train  
Unit 10: Sports  
Unit 11: Summer and Winter Activities  
Unit 12: Daily Routine

#### **Essential Questions**

1. What is the value of studying a world language?
2. How is the (target language) structure different from English?
3. What can I learn about my own language and culture from the study of another world language?
4. How does one effectively study a world language?

#### **Enduring Understandings**

- **Communication**  
Students will understand that proficiency in a world language can be achieved through regular engagement in verbal activities.

- **Culture**  
Students will understand that as culture is studied; there are relationships among practices, products, and perspectives.
- **Connections**  
Students will understand that connections exist between the world language and other aspects of life.
- **Comparison**  
Students will understand that the study of world language develops insights into the nature of language and the concept of culture.
- **Communities**  
Students will understand that learning a foreign language is an on-going process in order to participate in multilingual global communities.

### Key Competencies/Skills/Procedures

#### Unit 1: Talking About Friends

- Demonstrate formation/usage of present tense of the verb *être* (to be) in the singular
- Demonstrate formation/usage of singular articles
- Construct a sentence using the negative
- Demonstrate correct formation of regular and irregular adjectives
- Recognize/Identify suggested vocabulary
- Speak in target language using the present tense of the verb *être*
- Speak in the target language using adjectives
- Read/Write in target language using the present tense of the verb *être*
- Read/Write in target language using adjectives

#### Unit 2: Classes and Teachers

- Demonstrate formation/usage of present tense of the verb *être* (to be) in the plural
- Demonstrate formation/usage of plural articles
- Construct a sentence using the plural nouns
- Demonstrate correct formation of adjectives in the plural
- Recognize/Identify suggested vocabulary
- Recognize/Identify the use of *tu* and *vous*
- Speak in target language using the present tense of the verb *être*
- Speak in the target language using adjectives in the plural
- Read/Write in target language using the present tense of the verb *être*
- Read/Write in target language using adjectives
- Discuss school system in France
- Compare/Contrast school systems in France and in the U.S.

#### Unit 3: School and Afterschool Activities

- Recognize/Identify suggested vocabulary
- Demonstrate correct formation/usage -er verbs
- Demonstrate correct formation/usage verb+infinitive
- Demonstrate correct formation/usage of the negative of indefinite articles

- Speak in target language using the present tense of the verb *-er* verbs
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using *-er* verbs
- Discuss French students' school and after school schedule
- Compare/ Contrast after school programs in France and the US

#### Unit 4: Family and Home

- Demonstrate formation/usage of present tense of the verb *avoir*
- Demonstrate formation/usage of possessive adjectives
- Demonstrate formation/usage of irregular adjectives
- Speak in target language using the present tense of the verb *avoir*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verb *avoir*
- Discuss housing system in France
- Compare/Contrast houses in France and in the U.S.

#### Unit 5: Food and Restaurant

- Demonstrate formation/usage of present tense of the verb *aller* and *prendre*
- Demonstrate formation/usage of the *aller* followed by an infinitive
- Demonstrate formation/usage of the prepositions *à* and *de*
- Speak in target language using the present tense of the verbs *aller* and *prendre*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *aller* and *prendre*
- Discuss food of France and other French Speaking countries
- Compare/Contrast eating habits in France and in the U.S.

#### Unit 6: Food Shopping

- Demonstrate formation/usage of present tense of the verbs *faire*, *pouvoir*, and *vouloir*
- Demonstrate formation/usage of the partitive and definite article
- Demonstrate formation/usage of the partitive in the negative
- Speak in target language using the present tense of the verbs *faire*, *pouvoir*, and *vouloir*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *faire*, *pouvoir*, and *vouloir*
- Discuss food shopping in France and other French speaking countries
- Compare/Contrast food shopping habits in France and in the U.S.

#### Unit 7: Clothing and Accessories

- Demonstrate formation/usage of present tense of the verbs *mettre*, *voir*, and *croire*

- Demonstrate formation/usage of comparatives of adjectives
- Demonstrate formation/usage of the “partitive” in the negative
- Speak in target language using the present tense of the verbs *mettre*, *voir*, and *croire*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *mettre*, *voir*, and *croire*
- Discuss clothing shopping in France
- Compare/Contrast clothing and accessory sizes and styles in France and in the U.S.

#### Unit 8: Traveling by Plane

- Demonstrate formation/usage of present tense of “ir” verbs
- Demonstrate formation/usage of the verbs *sortir*, *partir*, *dormir*, and *servir*
- Demonstrate formation/usage of the pronouns *quel* and *tout*
- Speak in target language using the present tense of the verbs *sortir*, *partir*, *dormir*, and *servir*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *sortir*, *partir*, *dormir*, and *servir*
- Discuss plane traveling in France
- Compare/Contrast transportation modes in France and in the U.S.

#### Unit 9: Traveling by Train

- Demonstrate formation/usage of present tense of *-re* verbs
- Demonstrate formation/usage of the verbs *dire*, *lire*, and *écrire*
- Demonstrate formation/usage of demonstrative adjectives
- Speak in target language using the present tense of the verbs *dire*, *lire*, and *écrire*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *dire*, *lire*, and *écrire*
- Discuss train traveling in France
- Compare/Contrast transportation modes in France and in the U.S.

#### Unit 10: Sports

- Demonstrate formation/usage of the past tense (*passé composé*) of regular verbs
- Demonstrate formation/usage of the verbs *boire*, *devoir*, and *recevoir*
- Demonstrate formation/usage of the interrogative pronoun *qui*, *qu'est-ce que*, and *quoi*
- Speak in target language using the past tense (*passé composé*) of regular verbs
- Speak in target language using the verbs *boire*, *devoir*, and *recevoir*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the verbs *boire*, *devoir*, and *recevoir*

- Discuss major sports in France

#### Unit 11: Summer and Winter Activities

- Demonstrate formation/usage of the past tense (*passé composé*) of irregular verbs
- Demonstrate formation/usage of the *passé composé* with the verb *être*
- Demonstrate formation/usage of expressions to make negative statements.
- Speak in target language using the past tense (*passé composé*) of irregular verbs
- Speak in target language using the *passé composé* with the verb *être*
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using the past tense (*passé composé*) of irregular verbs
- Read/Write in target language using the past tense (*passé composé*) of the verb *être*
- Discuss vacation activities in France and in Canada
- Compare/contrast vacation habit in France, Canada, and in the US

#### Unit 12: Daily Routine

- Demonstrate formation/usage of reflexive verbs in the present tense
- Demonstrate formation/usage of reflexive verbs in the past tense
- Speak in target language using reflexive verbs in the present and past tense
- Speak in target language using reflexive verbs
- Speak in the target language using suggested vocabulary
- Read/Write in target language using suggested vocabulary
- Read/Write in target language using reflexive verbs
- Discuss a daily routine of a typical French family

### Core Vocabulary

#### Unit 1: Talking about Friends

*Adjectives*

*Expressions of degree*

*Asking questions*

#### Unit 2: Classes and Teachers

*School Subjects*

*Describing courses*

*Expressing agreement or disagreement*

#### Unit 3: School and Afterschool Activities

*Classroom activities*

*After school activities*

*School supplies*

#### Unit 4: Family and Home

*Family members*

*Family events*

- Rooms of a house*
- Unit 5: Restaurant and food  
*In a restaurant*  
*Food and beverages*  
*Meals*
- Unit 6: Food Shopping  
*Store sections*  
*Food*  
*Expressions of quantity*
- Unit 7: Clothing and Accessories  
*Men and women clothing*  
*In a clothing store*  
*Describing clothing items*
- Unit 8: Traveling by Train  
*At the airport*  
*On board*  
*Describing activities at the airport, and on board the plane*
- Unit 9: Traveling by Train  
*At the train station*  
*On board a train*  
*Describing activities on board a train*
- Unit 10: Sports  
*Description of sports events*  
*Description of a soccer/ basketball/volleyball game*  
*Description of a bicycle race*  
*Description of track events*
- Unit 11: Summer and Winter Activities  
*At the beach*  
*Summer sport and recreation activities*  
*Winter sports and recreational activities*  
*Weather and seasons*
- Unit 12: Daily Routine  
*Daily activities*  
*Personal care*  
*Body parts*  
*Household appliances*  
*Home activities*

**Core Resources**

Textbook: Bon Voyage, Schmitt / Brillié Lutz, 2002

Workbook: Bon Voyage, Schmitt / Brillié Lutz

Teacher created material on Wiki Spaces, Moodle, and Power Point Presentations

Activity Worksheets (teacher-made)

Compact Discs: Video / Audio

**National Standards for Foreign Language Learning**

**COMMUNICATIONS:**

Communicate in languages other than English

Benchmarks:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**CULTURES:**

Gain knowledge and understanding of other cultures

Benchmarks:

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.

**CONNECTIONS:**

Connect with other disciplines and acquire information

Benchmarks:

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**COMPARISONS:**

Develop insight into the nature of language and culture

Benchmarks:

- 4.1 Students demonstrate understanding of the nature of language through comparisons of language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**COMMUNITIES:**

Participate in multilingual communities at home and around the world

Benchmarks:

- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## *Pennsylvania State Standards Guiding Course*

### 12.1 Communication in a Target Language (Content Standards)

- A. Know the basic sound system and spelling patterns of the target language
- B. Know common vocabulary forms and structures used in basic speaking and writing
- C. Recognize common vocabulary terms through listening and reading.
- D. Know simple sentence and question structures in order to communicate.
- E. Identify words from the target language that are commonly used in English.
- F. Know how the target language has influenced other school curriculum areas.

#### 12.1.1 Communication in a Target Language (Performance Indicators)

- A. Recite target language alphabet and associated sounds and basic words with proper accentuation.
- B. Speak and write common vocabulary, phrases, and structures during activities with the teacher, classmates, and family (e.g., greetings, farewells, and courtesy expressions; formal and informal forms of address; numbers and dates; daily life skills, basic question words, classroom commands)
- C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (e.g., time expressions, weather expressions, colors, likes and dislikes)
- D. Use simple sentence and question structures in speaking and writing (e.g., memorized words, phrases, expressions, facts about family)
- E. Find words used in magazines, commercials, and advertisements influenced by the target language
- F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum

### 12.3. The Role of Culture in World Language Acquisition (Content Standards)

- A. Identify fundamental products and customs of the target culture
- B. Know typical expressions and gestures for basic social interactions in the target culture.
- C. Describe similarities and differences of life skills and social structures in personal interactions between cultures.
- D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit)

#### 12.3. 1 The Role of Culture in World Language Acquisition (Performance Indicators)

- A. Discuss the fundamental products and customs of the target culture in the target language (e.g. flags, landmarks, names, culture-specific foods and crafts)
- B. Use culturally appropriate memorized expressions and gestures for basic social interactions (e.g., greetings and leave-takings, familiar and polite forms of address, common courtesies)
- C. Model life skills and social interactions in the target language culture and in one's own culture (e.g., concepts of time and punctuality, family and



peer relationships, daily routine, knowledge of stereotypes, cultural sensitivity)

- D. List and relate content subject words used in English that have origins in the target language

#### 12.5 World Languages in the Community (Content Standards)

- A. Know where in the local and regional community the target language and culture are useful.
- B. Know where in the national community the target language and culture are experienced
- C. Know where the target language is spoken in the global community
- D. Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities

##### 12.5.1 World Languages in the Community (Performance Indicators)

- A. Introduce one's self and respond to simple questions
- B. Respond to simple questions and interpret simple messages on a national level
- C. Introduce one's self, respond to simple questions and interpret simple messages on a global level
- D. Use speaking, writing, and reading to compare and connect the uses of English with the target language spoken in the local, national, and global communities (e.g., schools and families, offices and airports, etc.)

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Approved--chr

