

# El Monte Union High School District

## Course Outline

Course Title: French 1PTextbook(s): D'accord ! 1Copyright date/Edition: 2015/ 1st

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: \_\_\_\_\_

CTE\*\*\*: \_\_\_\_\_

Industry Sector: \_\_\_\_\_

Pathway: \_\_\_\_\_  
(check one)

\_\_\_\_ Intro \_\_\_\_ Intermediate \_\_\_\_ Capstone

Grade Level (s): 9-12Semester \_\_\_\_\_ Year XYear of State Framework Adoption: 2019

This course meets graduation requirements:

- ☐ English  
☐ Fine Arts  
☒ Foreign Language  
☐ Health & Safety  
☐ Math  
☐ Physical Education  
☐ Science  
☐ Social Science  
☐ Elective

This course meets a-g requirements:

- ☐ "a" – Social Studies  
☐ "b" – ELA  
☐ "c" – Math  
☐ "d" – Lab Science  
☒ "e" – Language (not English)  
☐ "f" – Vis/Perf Arts  
☐ "g" – College prep elective

Department/Cluster Approval \_\_\_\_\_

Date \_\_\_\_\_

Is this course an adaptation from another source?

☐ No☐ Yes

If yes, please indicate the source of the original course:

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): No prior knowledge of French required.

**2. Short description of course which may also be used in the registration manual:**

An introductory course in French, designed to present skills in understanding, speaking, reading, and writing on the first year level. Goals: (1) To understand, speak, read, and write elementary French as a basis for further study on the intermediate level. (2) To develop a basic understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

• **Objectives of course:**

- To listen to, understand, and be able to respond to simple sentences and conversations
- To speak French sufficiently to respond and communicate in simple phrases and sentences
- To demonstrate the ability to comprehend orally learned and oriented reading matter
- To write dictated beginning-level sentences
- To gain sufficient understanding of grammatical structure to accomplish the above objectives
- To demonstrate a basic knowledge of France and French-speaking countries and cultures
- To demonstrate a favorable attitude toward cultures other than their own

• **3-5 sentences explaining overall course content:**

This course covers an introduction to basic French vocabulary in the following categories: greetings and personal introductions, people and objects in the classroom, school subjects, daily activities, days of the week, parts of the day, expressing feelings, family, descriptions of physical traits and personality, occupations, leisure activities, eating and drinking at a café, places in town, asking questions. French language grammar structures are introduced and practiced alongside the vocabulary for each unit. The grammar categories include, but are not limited to, the following: nouns and articles, numbers 0-60, the verb être (to be), adjective agreement, regular -er verbs, forming questions, expressing negation, the verb avoir, telling time, descriptive adjectives, possessive adjectives, numbers 61-100, prepositions of location, disjunctive pronouns, the verb aller, interrogative words, the verbs prendre and boire, partitive articles, and regular -ir verbs.

• **Indicate references to state framework(s)/standards** (If state standard is not applicable then national standards should be used) French 1P blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, Communities) with features and strategies tailored specifically to build students' speaking, listening, reading and writing skills. Right from the start students are given the tools to express themselves articulately, interact meaningfully with others, and become highly competent communicators in French.

• **Student performance standards:** Performance assessments provide meaningful contexts in which to measure authentic communication. They begin with a goal, a real-life task that makes sense to students and engages their interest. To complete the task, students progress through the three modes of communication: they read, view, and listen for information (interpretive mode); they talk and write with classmates and others on what they have experienced (interpersonal mode); and they share formally what they have learned (presentational mode).

Within the D'accord ! activity sequence, students have several opportunities for performance assessment. Partner Chat activities are the culmination of oral communication sequences, the *Écriture* assignment in the *Savoir-faire* section has students apply the chapter context to a real-life task.

• **Evaluation/assessment/rubrics:** Grades will be given for work done in class, homework assignments, quizzes, and tests. Student grades will be determined by the percentage of points they earn throughout the cumulative grading period. Students' earned points will then be converted to a percentage and a letter grade will be assigned for the students using the following scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

- **Include minimal attainment for student to pass course**
  - Students must earn at least a "C" to advance to the next level. (Recommended)
  - Students must attain at least a "D" to receive credit for the course.

3. Course content: 4 units of study  
Number of units (minimum of 6): 4

Unit Title: **Salut !**

Content: Greetings and goodbyes, Introductions and expressions of courtesy; People and things around a classroom. Nouns and articles, Numbers 0-60 The verb *être* (to be) Adjective agreement; Greeting and manners, French diversity *Le Monde Francophone*.

Sample Assignment: Greeting and goodbye Students will learn vocabulary (listen and repeat) then complete a short activity to identify which vocabulary words go together and which is the outsider. Students then complete a listening activity wherein they identify questions or statements they hear. Students will then have activities to communicate and discuss topics with their partner and/or interview classmates.

Culminating Project:

Students work in groups to write a short skit in which they are greeting one another using the correct forms based on formality and familiarity. One student plays the role of a foreign exchange student who needs to be introduced. All skits must include a predetermined number of expressions learned throughout the unit and must be performed from memory using appropriate.

Unit Title: **Au Lycée**

Content: Academic life, Everyday activities; Present tense of regular *-er* verbs, forming questions and expressing negation; present tense of avoir, telling time; French school life, *Le Bac La France*.

Sample Assignment: Students learn the present tense of regular *-er* verbs. Teacher explains and models the construction of *-er* verbs, students listen and repeat the new verbs and vocabulary. Students then practice what they have learned via written activities until they are comfortable speaking. Communication activities are in pairs and groups. Students prepare their conversations or surveys and present to the class.

Culminating Project:

Students create a project in which they express where they are and what they are doing at a specific time on a particular day of the week. Students create a visual to accompany their writing and then present their “weeks” to the rest of the class.

Unit Title: **La Famille et Les Copains**

Content: Family, friends and pets, Professions and occupations; Descriptive adjectives, Possessive adjectives, Numbers 61-100, Prepositions of locations and disjunctive pronouns; The Family in France, Relationships, *Paris*.

Sample Assignment: Students create a self portrait using the adjectives they have just learned and add a photo or drawing of themselves. Adjectives must agree with the gender of the student.

Culminating Project: Family tree project (L’arbre Généologique): Students present their immediate family members through written descriptions of their physical appearance, personality, likes and dislikes, professions, age, and anything else that they have learned to describe people over the past three units. Students then create a visual family tree and present it to their peers.

### Unit Title: **Au Café**

Content: Places and activities around town, going to a café, the verb **aller**, interrogative words, the verbs **prendre** and **boire**, Partitive articles, regular **-ir** verbs. Popular leisure activities, Café culture, La Normandie, La Bretagne.

Sample Assignment: Students begin with vocabulary of places, listen and repeat after the teacher, relating activities with locations such as swimming at the beach or shopping at the market. Listening activities include identifying vocabulary students hear with corresponding locations or activities. Students then build a conversation based on the newly learned vocabulary to present in front of the class.

### Culminating Project:

Students work in pairs to solve the problem of helping someone find their way around town. Each student has a character placed on their map that the other student can't see. Speaking only in French for the entirety of the activity, the students give directions to help the other to lead their character to a specific location.

### 4. **Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):**

1. The communicative skills of students will be enhanced through the use of pair/group work, class presentations, projects, and interactive computer software.
2. Students will learn to plan and manage their time through the use of student agendas. Students are expected to contribute to classroom projects, complete assignments in a timely manner and maintain appropriate classroom behavior.
3. Students participate in activities such as note-taking, essays, songs, projects, poetry, drama, and journal writing. Students participate in many simulated and/or real-life situations in the target language. We try to instill an interest in French language and culture that will continue in academic and work-related settings.
4. Students are expected to maintain a clean and orderly classroom environment. Hygiene practices in other countries are discussed. Students learn hygienic routines (e.g. brushing teeth and eating habits) in the target language. During Red Ribbon Week, and other times, as appropriate, students role-play and/or discuss problems related to drug and alcohol use. Students are encouraged to use the target language in a supportive environment, thus promoting self-esteem and self-confidence. Students also share special interests and experiences in the target language.
5. Students are encouraged to participate in school-based community outreach programs, clubs, and the congressional merit awards. Students learn to appreciate and accept differences among the peoples of the world through the study of culture. Students learn to work in groups through group projects and cooperative learning assignments.

### 5. **Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:**

Comprehensible input, realia, and role-playing will enhance the students' understanding of French language and culture. The use of Total Physical Response activities and changing partners in communication activities help students understand the process of communication. Students are given linguistic comparisons of French to other languages, including the students' own L1 to use as a prior knowledge base for understanding languages.

**6. Describe the interdepartmental articulation process for this course:** French teachers collaborate with teachers in other areas of discipline and vary the activities based on what other departments are covering at the same time. Upper level students watch news clips on science, current events, social issues, etcetera. Students study European history as well as geography. Literature from European authors and African authors is used to give students a broader base of cultural understanding of the Francophone world. These types of activities frequently enhance other disciplines.

**7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:** Students learn about various occupations where French is a bonus such as translation jobs, interpreter, or work for government agencies such as the CIA. Many students enjoy the cooking aspect of French classes and go on to study culinary arts at the Cordon Bleu or Culinary Institute of America.

**8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)**

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
Website and textbook	Gutierrez, Bustamante, Porras, Schaaf	Jose A. Blanco	First, 2015	www.vhlcentral. com	N. First half

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Workbook activities, videos and recordings accompanying the text, posters, vocabulary picture charts, wall maps, pictures, online language learning sites, and teacher-provided realia.

LED projector, computer, document reader, Chromebooks and/or iPads, online Apps, and downloaded Apps, and websites for language practice. Manipulatives include plastic food, clothing, Euros, maps of the local school area, individual white boards, clocks, dry erase sentence strips for competitions.