

FRENCH I 2007

COURSE DESCRIPTION:

French I is a highly interactive course designed to provide students with the basic skills necessary for meaningful communication in French. In addition to developing proficiency in listening, speaking, reading and writing, students will gain an understanding of Francophone cultures. While the majority of classroom interactions will use the present tense, immediate future and past tenses will also be introduced. Topics to be covered through a variety of materials and techniques will include greetings and expressions of courtesy, the alphabet, numbers, colors, animals, units of time, the calendar, family, friends, the home, school, food, clothing, weather, pastimes, actions, emotions, likes, dislikes and preferences, wants and needs, asking and answering questions and describing people, places and objects.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 7.1: COMMUNICATION

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.

STANDARD 7.2: CULTURE

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

STANDARD 8.1: COMPUTER AND INFORMATION LITERACY

All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2: TECHNOLOGY EDUCATION

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

CUMULATIVE PROGRESS INDICATORS:

7.1: Communication

Novice-Mid Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend brief oral exchanges on familiar topics.
 - Grade level appropriate health topics (e.g., wellness, feelings and emotions)
 - Grade level appropriate science topics (e.g., weather and seasons)
5. Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)
 - Grade level appropriate health topics (e.g., nutrition and food groups)
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
 - Recognition of key words
 - Main idea

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
 - Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)
 - Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)
 - Grade level appropriate science topics (e.g., plant and animal characteristics)
5. Exchange basic information about the main characters, main idea, and setting from age appropriate, culturally authentic selections.

C. Presentational Mode (spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics.

- Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)
 - Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)
 4. Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

7.2: Culture

Novice-Mid Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Identify daily practices of people in the target culture(s).
2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.
3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.
4. Identify distinctive cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken and written communication for an audience)

1. Reproduce a variety of tangible products typical of the target culture(s).
2. Identify and reproduce expressive products typical of the target culture(s).
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).

8.1: Computer and Information Literacy

B. Application of Productivity Tools

Social Aspects

2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

B. Application of Productivity Tools

Information Access and Research

8. Compose, send, and organize e-mail messages with and without attachments.

8.2: Technology Education

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Practice classroom directives using TPR.
- Copy, translate and discuss quotes and expressions of the day.
- Compare and contrast non-verbal cues, gestures, eye contact, personal space, table manners, formalities, etc. between cultures.
- Gather information, listen to audio files and view visual media from websites such as french.about.com.
- Watch educational videos and participate in related activities using unitedstreaming.
- Label classroom objects with their French names.
- List cognates and French words used in English.
- Present objects from home (packaging, instruction manuals, etc.) containing French language.
- Explore idiomatic expressions related to thematic vocabulary (food, weather, body parts, etc.)
- Discuss the benefits of learning French as a second language and career opportunities for French speakers.
- Discuss French inventions and contributions to society.
- Research French and Francophone figures in culture and history.
- Watch videos about Claude Monet, Édouard Manet, Edith Piaf, Napoléon Bonaparte and/or Patrick de Gayardon.
- Track developments in transportation technology such as the TGV high-speed train, the Smart Car, airplanes, rockets, parachutes and wingsuits.
- Read about the isolation of the HIV virus and the *Institut Pasteur*.

- Research Francophone countries and regions around the world. Study their flags, symbols, monuments, tourist attractions, and traditions.
- Watch appropriate music videos, comedy sketches, political speeches, interviews, etc. via the Internet.
- Examine authentic realia such as menus, weather forecasts, money, and travel documents.
- Read authentic French magazines, fairy tales, fables, comics and children's books including *Un Ami, c'est quelqu'un qui t'aime*, *Le merveilleux Voyage du petit Escargot*, *Le Déjeuner des Loups*, *La Chenille qui fait des Trous (The Very Hungry Caterpillar)*, and *A.A. aime H.H.*
- Read a selection of French poems.
- Listen to French radio broadcasts or podcasts.
- Role-play various social situations and tasks such as shopping for food, clothing or school supplies.
- Plan a dinner party and write a shopping list in French, including metric quantities.
- Create a skit about French students at a café.
- Role-play ordering items such as *poutine* at a McDonald's in Québec.
- Ask and respond to questions about class materials and of a personal nature.
- Students use a 24-hour time sheet to schedule interviews with one another about various aspects of their lives. The information exchanged may then be discussed or graphed.
- Paired drawing activities: Students describe original pictures (i.e. of monsters with bizarre, colorful bodies) to partners who try to recreate the drawing without looking at it.
- Play games including French Cultural Trivia, Simon Dit, Le Pendu, Pictionary, Jéopardie, Charades, Flyswatter, 20 Questions, Scrabble, Monopoly, Typewriter, Téléphone, Bingo, Picture Bingo (classroom objects, animals, etc.), the Clap Game, relay races, guessing games and card-matching games.
- Participate in the Adopt an Escargot program:
 - Translate personality profiles and introduce adopted "escargot" to class.
 - Complete escargot baby books with real and imagined information, including metric measurements, likes and dislikes, activities and life events.
 - Build and label in French a home for the snail (shell).
 - Visit and perhaps contribute to the Adopt an Escargot website.
 - Correspond with Le Grand Escargot through letters and/or email.
- Student groups plan and teach review lessons to other groups.
- Activities using individual dry-erase boards upon which students can draw, answer questions, conjugate verbs, spell vocabulary words, etc.
- Dramatize, illustrate, modify, correct, and retell stories read in class.
- Revise a story by changing the gender of the main character.
- Predict the ending of a story.
- Create an alternative ending for a story.
- Write original mini-stories in the target language.
- Write and illustrate story books and/or story board posters.
- Compile a collection of short stories written by individual students about the adventures of a particular character.
- Write simple poems, BioPoems and/or Calligrammes in the target language.
- Write a letter to a pen pal or exchange e-mail with an e-pal.
- Write descriptive paragraphs, summaries and/or short essays in French.

- Review vocabulary through puzzles, word games and worksheets.
- Keep a journal or log in French.
- Record a weather forecast video.
- Present a fashion show.
- Sing a variety of French songs, including *La Marseillaise*.
- Students teach French songs/stories to younger students.
- Create a calendar with captioned pictures related to holidays and weather.
- Create a menu in French.
- Create a family tree.
- Graph data about French families, dwellings or various demographics.
- Compare typical meals in France and America.
- Compare daily schedules of French and American students.
- Participate in a WebQuest or Internet scavenger hunt related to French culture.
- Create a bulletin board about French culture.
- Invite guest speakers to the classroom.
- Build models of Parisian monuments and the Châteaux of the Loire.
- Plan an imaginary trip to a French-speaking island.
- Create French captions for a real or simulated photo album.
- Illustrate and label a map of France and neighboring countries and bodies of water.
- Watch videos about France, Québec, and/or the Maghreb region of Morocco, Tunisia and Algeria.
- Watch French films and French versions of American/English language films and complete related activities during or after viewing.
 - Scooby Doo et le Cavalier sans Tête d'Halloween*: Students keep list of vocab.
 - Harry Potter à l'École des Sorciers*: Vocabulary list and online quizzes.
 - Le Roi Lion*: Activity packet including vocab, questions and puzzles.
 - Le Bossu de Notre Dame*: Quick quiz to be taken while viewing.
 - Madagascar*: Lesson on human and animal inhabitants of Madagascar.
 - Astérix et Obélix: Mission Cléopâtre*: Pre- and post-viewing activities.
 - La Chèvre*: Students write summary in French.
- Imitate Impressionist artwork given outlines of famous paintings.
- Learn about how and why French speakers celebrate holidays such as Ramadan, Christmas, *la Fête des Rois*, *la Chandeleur*, and Mardi Gras, and enjoy some traditional foods, music and activities in class:
 - Sing French Christmas carols and Hanukkah songs.
 - Read stories such as *The Little Match Girl* in French.
 - Write letters to Santa at his Canadian mailing address.
 - Sample a *Bûche de Noël* and/or a *Galette des Rois*.
 - Listen to an MP3 file of a French girl talking about the *Galette*.
 - Flip crêpes while holding a French coin and making a wish.
 - Watch video(s) about how *Carnaval* is celebrated in various regions.
 - Research Mardi Gras in the Technology Center.
 - Prepare a multimedia presentation for the class.
 - Enjoy authentic King Cake from New Orleans.
 - Prepare and sample various Cajun dishes.
 - Build thematic miniature (escargot) parade floats as a *Krewe*.

- Play French games to win beads and doubloons.
- Make Mardi Gras masks and decorations.
- Listen to Cajun/Zydeco music.
- Students find their saint's day on a Catholic calendar.
- When possible, participate in field trips and excursions to theatrical presentations, French restaurants, French-speaking regions, etc.
- Interdisciplinary lessons in collaboration with other teachers:
 - English: French expressions used in English.
 - History: French Colonials and the Native Americans; French Immigrants from the Maghreb region of Northern Africa.
 - Math: The Metric System.
 - Science: Body parts and life cycles of animals; Animal Migration Unit detailed in the New Jersey World Languages Framework Learning Scenarios Project.
 - Music: French singers and composers; View films/performances based on the life and music of Edith Piaf.
 - Art: Craft projects; Impressionist artwork.

INSTRUCTIONAL STRATEGIES:

- Teaching Proficiency through Reading and Storytelling (TPRS) techniques:

The teacher presents new vocabulary items/phrases in their natural state, often using props or visuals, and attaches a gesture. New terms are presented in small groups and practiced one at a time. English translations are often used to avoid confusion.

Students use the designated gestures to demonstrate comprehension of newly learned vocabulary in brief practice sessions with classmates, and in order to lower the affective filter and facilitate long-term retention.

The teacher uses Personalized Question and Answer (PQA) sessions, “circling” and Personalized Mini-Situations (PMS) to present vocabulary in context, provide the high number of repetitions necessary for acquisition, and to allow students to begin using new terms. Circling is a questioning strategy based on the Natural Approach. It incorporates yes/no questions, either/or questions, and open-ended questions. Personalization increases student involvement and allows the teacher to cast students in a positive light. During this process, the teacher stays “in-bounds” by using previously learned vocabulary and cognates, with new words presented in writing next to their English counterparts. The goal is for all students to internalize the vocabulary.

The teacher then presents interesting/amusing mini-stories orally as students dramatize, illustrate, visualize, translate, correct, co-create, modify, respond to various questions, supply missing vocabulary words, and/or choose/arrange images to represent the narrative. These practice activities allow the teacher to check for understanding and

afford students practice with the vocabulary, but more importantly serve as a vehicle for a great deal of contextualized, comprehensible input.

Students retell the mini-stories to partners, small groups, and/or the class, changing and adding details as they become more comfortable with the material.

Students read the mini-stories and revised versions of the stories and engage in various activities for further practice, including translations and question and answer sessions.

“Pop-up” grammar lessons explain grammatical structures quickly, through meaning rather than rules.

Students write out the mini-stories as the teacher dictates or presents the illustrations. Especially later in the year, group or peer editing techniques may be used to improve spelling and mechanics. However, the student’s ability to understand and be understood is the main focus, and error correction is achieved mainly through providing adequate repetitions of correct phrasing rather than drawing attention to errors.

Vocabulary and structures from several mini-stories are then incorporated into a longer story, and students engage in a variety of written and oral activities following the presentation of this “main *conte*”. The story is reviewed, revised and extended through the use of open-ended questions.

Students use language creatively and engage in problem-solving through writing prompts such as “What’s Missing?” and “Make-a-Story” activities.

Supplemental readings are used both in the classroom and independently to reinforce and expand vocabulary and to increase cultural knowledge.

Brief quizzes allow students to experience success. Unit tests are performance-based and incorporate all four skills and some culture.

Various extension activities and projects build upon themes covered and connect learning with other content areas.

- Total Physical Response (TPR) activities: Students follow directions given by teacher or partner.
- Cooperative learning activities such as think-pair-share, four corners, birthday lineup, inside-outside circles, and jigsaw lessons.
- Paired oral practice.
- Teacher-led, shared writing activities using the board or (overhead) projector.
- Peer and group editing.

- Group and individual (research) projects and presentations.
- WebQuests and Internet scavenger hunts.
- K-W-L procedure.
- Cloze activities.
- Sequencing activities.
- Brainstorming.
- Mind-mapping.
- Graphic organizers.
- Gouin series.
- Dialog journals/learning logs.
- Password/language ladders.
- Interviews.
- Discussions and debates.
- Interactive activities such as skits, role-playing and dialogs.
- Direct instruction and drills.
- Puzzles, word games and worksheets.
- Individual oral questions.
- Conferencing with individual students.
- Mnemonic devices.
- Use of a variety of visuals such as picture files, props, puppets, flash cards, photos, slides, and realia collected in France and Québec.
- Multimedia, PowerPoint and slide presentations using laptop computer and projector.

EVALUATION/ASSESSMENT OF STUDENTS:

- Class participation, including daily attentiveness and oral and written classwork, as well as role-plays, skits, dialogs, oral reports, performances and presentations
- Homework, including oral practice logs, supplemental readings and written exercises
- Notebook checks/open notebook quizzes or tests
- Oral and written quizzes and vocabulary mini-quizzes
- Tests including vocabulary, reading, writing, listening, speaking and culture sections
- Various creative writing assignments
- Creative and research-based projects
- Performance tasks
- Rubrics tailored to various tasks to be scored by the teacher and/or students
- Self-assessment checklists
- Portfolios
- Final exam

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

- *Standards for Foreign Language Learning in the 21st Century* (1999)
- New Jersey Core Curriculum Content Standards for World Languages (2004)
- New Jersey World Languages Curriculum Framework (1999)
- *Raconte-moi Encore!* by Valeri Marsh and Christine Anderson and supplemental materials from TPRS Publishing, Inc.
- *Look, I Can Talk!* and related readers by Blaine Ray
- *Bienvenue* textbook and ancillary materials from Glencoe
- Various French books (including *Un Ami, c'est quelqu'un qui t'aime*, *Le merveilleux Voyage du petit Escargot*, *Le Déjeuner des Loups*, *La Chenille qui fait des Trous (The Very Hungry Caterpillar)*, *Les Portes Tordues* and *A.A. aime H.H.*), comics, poems, magazines and newspapers
- *30 Projects on Communicating in French* by Wade Petersen
- *44+ Internet Projects and Activities for French Class* by Tom Alsop
- Internet resources including unitedstreaming.com, adoptanescargot.com, french.about.com, tprstorytelling.com and evene.com
- Videos/DVDs (and accompanying activity sheets) including *Monet*, *Manet*, *Napoléon*, *Edith Piaf*, *Freefall Extreme*, *Good Stuff*, *Carnivals*, *Fêtes and Festivals*, *Mardi Gras Secrets*, *Jeunes Francophones*, *Standard Deviants French*, *Scooby Doo et le Cavalier sans Tête d'Halloween*, *Harry Potter à l'École des Sorciers*, *Le Roi Lion*, *Le Bossu de Notre Dame*, *Astérix et Obélix: Mission Clôpâtre*, and *La Chèvre*

- Music from *Teach Me French*, *Teach Me More French*, *Folies Phoniques*, *Chantez Noël* and various popular and classical artists
- French phrase-a-day calendars
- Realia