

SACRED HEART PREPARATORY

SCOPE & SEQUENCE

COURSE TITLE: French 1
INSTRUCTOR: Department Assignment

DEPARTMENT: World Languages
TERM OFFERED: Full Year Course

I. ENDURING UNDERSTANDINGS

1. The study of French as a world language enhances the understanding of one's native language as well as one's human and cultural connections to the French-speaking world and its many cultures and peoples.
2. French is spoken worldwide, and each French-speaking country offers its unique cultural, linguistic and culinary customs/traditions.
3. French language and cultures contain a formal and informal way of addressing others, according to one's relationship to others.

II. COURSE CONTENT

In this introductory French course, conducted mostly in French, particular emphasis is placed on developing a sound basic vocabulary and on understanding the fundamentals of French grammar and structure. Students begin to develop the four skills of language learning: listening, speaking, reading and writing, useful to develop the three main modes of communication: interpersonal, interpretive and presentational. In addition, students are exposed to the French-speaking world and its culture.

This course is organized around thematic units of study guided by essential questions that focus on the following themes: greetings, introductions, numbers, days of the week, time, months of the year, classes and school schedule, families and friends, professions, sports and leisure activities, seasons, weather, colors, ordering and buying food, general knowledge about France and its main regions and cities; and Paris. Vocabulary is learned in conjunction with these main themes.

These units of study develop the five C's of world language learning (Communication, Cultures, Comparisons, Communities, and Connections) as they guide students to connect and compare their own culture(s) and communities with those of French-speaking communities and cultures in order to produce interpersonal, interpretive and presentational communication.

Authentic materials and resources (printed, digital, audio, audio-visual) are integrated with a variety of speaking, listening, reading and writing activities that enable students to also practice useful 21st century World Language skills, such as global awareness, social and cultural skills, critical thinking skills, media literacy, creativity, communication and collaboration.

This course is taught as much as possible in French, and students are constantly encouraged to use the target language.

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Specifically:

- **Grammar topics include:** present tense, near future ("future proche"), imperative tense, and introduction to recent past ("passé composé"); some common irregular verbs; descriptive adjectives; common adverbs of frequency; prepositions of localization.
- **Communicative skills stressed include:** Describing in the present, basic "passé composé", and "future proche" tenses; expressing likes and dislikes, some commands, some emotions; making some cultural comparisons; short writings on personal topics.
- **Reading skills stressed include:** reading for general comprehension; being able to distinguish between true or false statements; and making some main inferences.
- **Oral skills are developed as much as possible with authentic materials and resources, and stress:** interpretive listening comprehension; perfecting pronunciation and fluency; practicing spoken presentational and interpersonal communication skills.
- **Cultural topics studied in this course include:** greetings, introductions, how to ask for and say what time it is, classes and school schedules, families and friends, sports and leisure activities, invitations, weather reports, ordering and buying food, France (its main regions and cities), and Paris. Vocabulary is learned in conjunction with these main themes.

III. INSTRUCTIONAL MATERIALS

- . *Bien Dit!*, Level 1 (Holt McDougal, Houghton Mifflin Harcourt): e-book or textbook, and workbooks
- . Other materials selected by the teacher

IV. COURSE OBJECTIVES *(Aligned with the 2012 ACTFL Performance Descriptors for Language Learners¹)*

Upon completion of this course, the student will improve performance in each of the three modes of communication below for the **NOVICE** range of performance:

INTERPERSONAL: Speaking and listening (conversation); reading and writing (text messages or via social media)

- Can maintain short conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced.
- Can communicate in a few short paragraphs on topics related to oneself as well as to other practiced contexts.

¹ ACTFL Performance Descriptors for Language Learners Copyright ACTFL, Inc., 2012

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- Can communicate basic information about self, family and friends, and some everyday aspects of life, such as classes, food preferences, and hobbies.
- Can understand and produce very short paragraphs that make use of high frequency words, practiced expressions, and formulaic questions.
- Communicates using high frequency and practiced vocabulary within familiar and concrete topics related to self, school, families, friends, sports and hobbies, and eating habits.
- Recognizes and uses some culturally appropriate gestures and formulaic expressions when participating in basic everyday interactions.
- Can show some awareness of major cultural differences in behaviors and perspectives, and understand the distinction between informal and formal contexts.

INTERPRETIVE: Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials

- Can understand words, phrases, and short paragraphs, using the language that has been studied.
- Comprehends meaning through recognition of key words and/or formulaic phrases that are contextualized.
- Comprehends texts with familiar contexts, especially those related to personal background or prior knowledge.
- Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
- May derive meanings by recognizing structural patterns that have been used in familiar contexts.
- Comprehends a limited vocabulary, such as words related to familiar topics, and formulaic expressions.
- May use some or all of the following strategies to comprehend text:
 - Skim and scan
 - Rely on visual support and background knowledge
 - Predict meaning based on context, prior knowledge or/and experience
 - May rely on recognition of cognates
 - May recognize word family roots, prefixes, and suffixes.
- Uses own culture to derive meaning from texts that are heard, read, or viewed.

PRESENTATIONAL: Writing (messages, articles, reports), speaking (introducing family members or friends, giving a short description, describing a poster), or visually representing (video or slideshows)

- Presents simple, basic information on very familiar topics by producing words, lists, or notes, using practiced language.
- May show emerging evidence of the ability to express own thoughts and preferences.
- Creates written messages (e-mail messages, post-cards, dialogues, short descriptions) on topics that relate to oneself and immediate environment.
- Uses some culturally appropriate gestures and formulaic expressions or questions.

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V. METHODS OF ASSESSMENTS

The “products” created for each of the three modes of communication (interpersonal, interpretive, and presentational) are assessed using rubrics that are based on the 2012 ACTFL Performance Descriptors for Language Learners.

VI. PRE-REQUISITES

Students with no prior knowledge of French may take this course.

Students may also take this course if, after taking a placement test, they do not qualify for French 2.