

## Masconomet Regional High School Curriculum Guide

Course Title: French I CP

Course Number:

Department: Foreign Languages

Grade Level and Phase :8

Length of Course: Year

### Course Description:

The purpose of this course is to continue to introduce the student to the basics of French, including vocabulary, grammar, listening and speaking skills. The student will also gain a further awareness of the French culture. By the end of the course, the student will have a solid foundation in the structural components of the language, and feel comfortable listening to French being used as much as possible in the classroom. The student will also be able to respond appropriately in French. The textbook and complementary exercises in the workbook are the major tools used to implement these skills. Major stress is placed upon vocabulary build-up, grammatical structure, and communication. There are projects geared to specific chapters in the text. The teacher, depending on his/her areas of background and supplementary knowledge, might make special presentations to enhance the course. Tapes, movies and CDs are used to reinforce listening comprehension skills and to offer variety as far as methods by which the students are introduced to the language.

### Objectives:

As a result of this course, students will be able to :

- A. produce the basic sounds of the language.
- B. comprehend the sounds of the language and basic vocabulary of the course.
- C. write the basic sounds, vocabulary, and grammatical structures.
- D. read with comprehension the written language within the scope of the vocabulary and grammar of the course.
- E. become aware of cultural and behavioral differences and similarities between American and French speaking people.

These objectives support the following **Learning Expectations from the Masconomet High School Mission Statement: A1, A3, A4, S1, C2**  
**Materials and Activities**

**Materials and Activities:**

- A. Teacher presentation of textbook material:
  - 1. Read-Repeat-Imitate procedure is used to introduce new material.
  - 2. Grammatical points are explained and drilled.
  - 3. Question-Answer sessions on narrative and dialogue units are used to ensure student understanding and learning.
- B. Free-style conversations: Teacher-student and student-teacher directed conversations are used to practice new vocabulary, structure, and speaking fluency.
- C. Aural/Oral Experience: Tapes going along with textbook units are used to strengthen audio lingual skills.
- D. Videos, films, and newspaper/magazine articles are used to present cultural materials or to stimulate oral practice.
- E. Student projects: Collages, posters, an Internet Project, short reports are carried out by the students as they relate to the text or classroom work.
- F.. Text:
  - Textbook: Bienvenue by Glencoe McGraw Hill
  - Workbook: Bienvenue by Glencoe, McGraw Hill
  - CDs and cassette tapes that accompany Bienvenue

Learning activities include but are not limited to:

Reading authentic and adapted materials  
Describing people, places and things  
Classroom discussion  
Identifying distinctive cultural aspects  
Comparing linguistic characteristics  
Cooperative group work  
Student presentations  
Internet and library research  
Film study  
Learning games  
Grammar study  
Vocabulary work  
Journal writing  
Portfolio building  
Literature circles  
Writing a variety of compositions  
Listening  
Conversing with speakers  
Asking and responding to questions  
Obtaining geographical information  
Interacting appropriately in social and cultural activities  
Studying literature in context  
Writing reviews

Each of these learning activities supports the **Massachusetts Foreign Languages Language Arts Curriculum Framework.**

## **Scope and Sequence:**

### First Trimester

1. Review Chapters 1 through 8
2. Chapter 9 (summer activities, weather, prendre. Independent pronouns)
3. Chapter 10 (croire/voir, irregular adjectives, comparative and superlative)
4. Chapter 11 (reflexive verbs and pronouns, spelling change verbs, qui)

### Second Trimester

1. Chapter 12 (conduire/lire/dire/crire, negation, asking questions, specific information questions)
2. Chapter 13 (past tense of regular verbs and qu'est-ce que)
3. Chapter 14 (past tense of irregular verbs, pronouns qui and quoi)
4. Chapter 15 (pronouns:me,te,nous,vous, verbs like ouvrir)
5. Christmas activities (Noel)

### Third trimester

1. Chapter 16 (connaitre and savoir, pronouns: le, la, les, prepositions to and from geographical locations, venir/revenir/devenir)
2. Chapter 17 (the past tense formed with etre, verbs that can take either etre or avoir in the past tense, pronouns lui and leur)
3. Computer Lab Project – My Yearbook Page
4. Chapter 18 ( pronouns y and en, deciding how and when to use pronouns and where to place them in a sentence, verbs recevoir and devoir)
5. Review for the Final Exam

## **Assessment:**

There will be frequent quizzes on grammar and vocabulary, and a major test will follow each unit. Evaluation of the following items will be reflected in the report card grade:

- A. Class work - daily performance in terms of effort and cooperation; this includes efforts to use French whenever possible.
- B. Homework - prepared outside of class, then corrected in class.
- C. Projects dealing with grammar and/or culture
- D. Dialogues
- E. Quizzes
- F. Unit exams