

Bedford High School
Foreign Language Department
Bárbara Barnett, Program Director

COURSE SYLLABUS 2012-2013

Course: 4113 – FRENCH I

Periods per cycle: 4

Credit: 5

Level 3

This course is designed for those students who have never studied French and who want to begin the study of a second language for the first time. Students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. Students will also be introduced to various cultural aspects of the Francophone world. Through classroom and laboratory activities, students are exposed to the language and culture. Although no prerequisite skills are required, a willingness to imitate, to role-play, and to participate is essential to developing basic language skills.

Prerequisite: none

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned:

By the completion of this course, the successful student will be able to:

- Converse about a variety of topics including: oneself, one's family, home, possessions, greetings, descriptions about other people, clothing, cuisine, shopping and leisure activities, time, days, dates, weather, and counting to 1,000
- Demonstrate an understanding of the relationship between the perspectives and practices in the francophone culture
- Be familiar with the concept of gender and agreement and apply it to spoken and written language.
- Conjugate and use fundamental regular, irregular and shoe verbs in the present tense

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

Through the course of the year, the students will have participated in the following activities:

- Listen to class presentations, take notes, and actively participate in class work using the target language.
- Complete written assignments including textbook activities and projects in the target language.
- Participate in the review of homework and class assignments, sometimes writing the assignments on the board.
- Work in pairs or groups to practice grammatical constructions, vocabulary, and conversation.
- Read excerpts, short readings, and selections in the target language.
- Participate in computer lab and language lab activities designed to reinforce grammatical concepts and vocabulary learned in individual units.
- Watch films and videos relating to francophone culture.
- Play games that enhance and reinforce vocabulary and grammatical structures.
- Complete projects related to francophone culture.
- Participate in daily oral activities including spontaneous conversation, paired activities, role-playing, and presentations.
- Participate in art, and music activities related to the Francophone culture.

III. Course Outline (A brief outline of the major topics and units which are central to this course: the sequence of topics and units may be altered by the teacher based on the needs of students):

1. Vocabulary topics mentioned in Section I (Learning Objectives) and covered in Units 1 – 6, including:
 - Unit 1: introducing yourself and saying where you are from, introducing friends, family, and relatives, counting to 100, saying how old you are and finding out someone’s age.
 - Unit 2: ordering snacks and beverages, asking about prices and paying for food/drink, using French money, telling time, giving the date and day of the week, talking about weather.
 - Unit 3: describing some of your daily activities, saying what you like and do not like to do, asking and answering questions about where others are and what they are doing, inviting friends to do things with you, and politely accepting or refusing an invitation
 - Unit 4: talking about yourself (your personality and what you look like), describing your friends and how old they are, describing your room, talking about everyday objects that you own or use.
 - Unit 5: describing your city, asking for directions, describing your room, house, or apartment, discussing future plans.
 - Unit 6: naming and describing clothing, shopping for clothes, making comparisons, pointing out objects, and numbers 100 to 1,000.
2. Grammar covered in Units 1 – 6, including:
 - Unit 1: singular of –er verbs.
 - Unit 2 : gender and number of nouns.
 - Unit 3 : -er verbs, verb être, use of « tu » vs. « vous », negative form, interrogative, verb + infinitive constructions, interrogative expressions, faire, expressions with faire.
 - Unit 4 : the verb « avoir », singular and plural articles, the article in the negative, agreement and placement of adjectives, il est vs. c’est,
 - Unit 5: the verb « aller », à + the article, futur proche (aller + infinitive), passé récent (venir de + infinitive), de + the article, stress pronouns, possessive adjectives, ordinal numbers.
 - Unit 6 : boot verbs like acheter, demonstrative adjective « ce », interrogative adjective « quel », the verb « mettre », -re and –ir verbs, comparison of adjectives, the adjectives « beau, nouveau and vieux ».

Culture as included in Units 1 – 6 of *Discovering French Bleu, Nouveau*.

IV. Course Materials: The following list represents the major text and/or resources used in French I. Teachers also use additional supplementary text, articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

- Valette and Valette, *Discovering French Bleu, Nouveau*: McDougal Littell, 2007

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

