

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

# French 1

**Instructor(s):**

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This course is an introduction in basic French conversation, vocabulary, grammar and writing. Emphasis will be on language acquisition skills, basic communication and awareness of cultural differences and similarities. Students selecting French I should have a good understanding of English grammar and self disciplined study habits.

One year / One credit

**Guiding Principles** A clear and effective communicator who uses a variety of modes of expression and demonstrates purposeful communication in English and at least one other language.

A responsible and involved citizen who displays global awareness

**Graduation Standards:**

- Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.
- Standard 2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.
- Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Salut, les copains!	
Summary	<b>Students learn to ask and answer basic conversation starters and learn to identify items in the classroom</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>● Students write expository information in the target language. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that all nouns in French have gender.</li> <li>● Students understand that other languages use different terms of address for family / friends and for older people or new acquaintances.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for items in the classroom</li> <li>● that nouns in French have gender</li> <li>● indefinite articles with classroom vocabulary</li> <li>● how accent marks may change the pronunciation of a letter</li> </ul>	<ul style="list-style-type: none"> <li>● greet another person at different times of day</li> <li>● ask and tell names</li> <li>● ask and describe basic health</li> <li>● ask about and state a person's age</li> <li>● ask about and tell where a person is from</li> <li>● tell the time</li> <li>● use numbers to 30</li> </ul>

<ul style="list-style-type: none"> <li>Students understand that different cultures use different gestures to convey meaning.</li> </ul>		<ul style="list-style-type: none"> <li>recognize and respond to classroom instructions</li> <li>link subject pronouns with a person</li> <li>differentiate between tu and vous</li> <li>name classroom items</li> <li>link indefinite articles to a noun</li> <li>form plurals of nouns (regular)</li> <li>use the verb avoir to tell what someone has</li> <li>make negative statements (with avoir)</li> </ul>
<b>Unit 2</b>	<b>Qu'est-ce qui te plaît?</b>	
Summary	<b>Students learn to talk about what they and others like and don't like to do.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students express feelings in French (preferences, (presentational communication).</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>Students present oral information about personal experiences. (presentational communication)</li> <li>Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students compare favorite activities of French-speaking teens to those of teens in the United States.</li> <li>Students understand the role of traditional regional dances.</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary for several activities that teens like to do</li> <li>what teens in Francophone cultures like to do</li> <li>what the term "infinitive" indicates</li> </ul>	<ul style="list-style-type: none"> <li>exchange information about what they or another person likes to do</li> <li>exchange information about what they or another person does not like to do</li> <li>use -er verbs</li> <li>express agreement and disagreement</li> <li>use definite articles</li> <li>make questions using est-ce questions</li> <li>form plurals of irregular nouns</li> <li>connect ideas using conjunctions</li> </ul>
<b>Unit 3</b>	<b>Comment est ta famille?</b>	
Summary	<b>Students learn about family relationships and celebrations</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students express feelings and preferences in French, (presentational communication).</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpretive and presentational communication)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that each culture has a distinct concept of what constitutes a family.</li> </ul>	<ul style="list-style-type: none"> <li>● names of family members (vocabulary)</li> <li>● vocabulary to describe family members' appearance and personality</li> <li>● that adjectives must agree with the noun they describe</li> <li>● forms and uses of the verb être to link nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● name and describe family members, physical and personality characteristics</li> <li>● use possessive indicators</li> <li>● indicate possession using de and its contracted forms</li> <li>● use the verb être</li> <li>● differentiate between c'est (to name) and il / elle est to describe</li> </ul>
Unit 4	Mon année scolaire	
Summary	<b>Students learn to talk and write about their courses, teachers and items in the classroom</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that the daily schedule and the curriculum priorities in Francophone schools are different from those in their own school</li> <li>● Students understand that their peers in other countries are learning English in the same way that they are learning French.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for school subjects and schedule</li> <li>● vocabulary for school supplies</li> <li>● vocabulary for days of the week</li> <li>● vocabulary for colors</li> <li>● forms of –re verbs</li> <li>● that certain verbs require spelling changes in the written form to match pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>● exchange information about courses and teachers</li> <li>● exchange information about items they need in the classroom</li> <li>● describe items in the classroom</li> <li>● compare the school day in the US and in Francophone countries</li> <li>● use –re verbs to describe an action</li> </ul>
Unit 5	Le temps libre	
Summary	<b>Students learn to talk and write about leisure activities and places they go during free time. They prepare and respond to invitations to participate in leisure activities.</b>	

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students compare leisure activities in the French-speaking world and in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for leisure time activities</li> <li>● vocabulary for places where they participate in leisure time activities</li> <li>● forms of the irregular verbs faire and venir</li> <li>● vocabulary for question words</li> <li>● names of the months and seasons</li> <li>● idiomatic expressions with avoir</li> </ul>	<ul style="list-style-type: none"> <li>● use the verb aller to ask and tell about where they go</li> <li>● use the verb aller and an infinitive to talk about a future action (futur proche)</li> <li>● describe the weather</li> <li>● state the date</li> <li>● ask and answer questions that request information</li> <li>● express a recent past event (venir de)</li> <li>● use adverbs to tell when, where, how and how often the do something</li> </ul>
<b>Unit 6</b>	<b>Bon appétit!</b>	
Summary	<b>Students learn to talk and write about foods they like and don't like to eat for breakfast and lunch. They learn to order food in a restaurant and to talk about dining experiences.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students express feelings in French (preferences, (presentational communication).</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand that foods associated with breakfast and lunch may be different in other countries.</li> <li>● Students understand that many foods common throughout the world</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for several food items</li> <li>● vocabulary for table setting items</li> <li>● forms and uses of -ir verbs</li> <li>● forms and uses of prendre, vouloir and boire</li> </ul>	<ul style="list-style-type: none"> <li>● exchange information about foods they like or don't like</li> <li>● use -ir verbs in the present tense</li> <li>● use the verbs prendre (to take) and boire (to drink)</li> <li>● express commands</li> <li>● exchange information about dining</li> </ul>

<p>originated in certain geographical localities.</p> <ul style="list-style-type: none"> <li>Students understand that dining practices in Francophone countries are different from those in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses of the partitive article</li> </ul>	<ul style="list-style-type: none"> <li>order food in a restaurant</li> </ul>
<b>Unit 7</b>	<b>On fait les magasins?</b>	
Summary	<b>Students learn to name and describe clothing, accessories and sporting goods and talk about shopping.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students understand cultural perspectives regarding shopping (including sizing and cost / bargaining).</li> <li>Students understand the role of traditional clothing and in some Francophone cultures.</li> </ul>	<ul style="list-style-type: none"> <li>phrases useful in a clothing store</li> <li>vocabulary for clothing, accessories and sporting goods</li> <li>forms and uses of the past tense</li> <li>forms and uses of the verb mettre</li> <li>vocabulary for parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>name and describe items of clothing, accessories and sporting goods</li> <li>converse in a clothing store on the topics of price, visual appeal and fit</li> <li>designate items close and at a distance</li> <li>converse on the topic of shopping</li> <li>talk about past actions</li> </ul>
<b>Unit 8</b>	<b>A la maison</b>	
Summary	<b>Students learn to describe the rooms and furniture in their house and household chores.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>

<ul style="list-style-type: none"> <li>Students understand cultural perspectives regarding home layout, privacy and hospitality.</li> <li>Students understand cultural perspectives relating to assigning household chores.</li> <li>Students compare the format of homes in the US and in Francophone countries.</li> </ul>	<ul style="list-style-type: none"> <li>names of rooms and furniture in the house</li> <li>vocabulary for household chores</li> <li>forms and uses of the verbs pouvoir and devoir</li> <li>forms of past tense of -ir and -re verbs</li> <li>forms and uses of -ir verbs (dormir, sortir)</li> <li>forms of the past tense for verbs that require être</li> <li>spelling changes for verbs ending in -yer</li> <li>vocabulary for negative words</li> </ul>	<ul style="list-style-type: none"> <li>name and describe rooms and furniture in the house</li> <li>compare US and Francophone housing</li> <li>talk about household chores</li> <li>use the verbs pouvoir and devoir</li> <li>use certain -ir verbs (dormir, sortir)</li> <li>state past tense of -ir and -re verbs</li> <li>state past actions for verbs that require être</li> <li>make negative statements (never, no one, etc.)</li> </ul>
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<b>Unit 9</b>	<b>9 Allons en ville!</b>
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Summary	<b>Students learn to plan their day, to ask and give directions, to ask for information and to make requests.</b>
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Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written and oral information about personal experiences. (presentational communication)</li> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>
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Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand cultural perspectives regarding services and locations in the community.</li> <li>Students understand cultural perspectives relating to community services.</li> <li>Students compare the shopping practices in the US and in Francophone countries.</li> </ul>	<ul style="list-style-type: none"> <li>names of businesses and services in the community, the names for people who work there, and some of the products available</li> <li>forms and uses of the verbs voir, croire, lire, dire and écrire</li> <li>forms and uses of the verbs savoir and connaître</li> <li>how to form questions using inverted word order</li> </ul>	<ul style="list-style-type: none"> <li>name businesses and services in the community</li> <li>ask where to buy products found in the community</li> <li>ask for and give directions in the community</li> <li>differentiate between the two equivalents of the verb "to know"</li> <li>express the partitive article after quantities</li> <li>use the Metro in Paris</li> </ul>

<p><b><u>Summative Assessments/Retake</u></b></p> <ul style="list-style-type: none"> <li>Summative assessments will count as 70% of the grade.</li> <li>Students have the opportunity to retake summative assessments.</li> </ul>
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- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.