

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines such as the arts, English, history, social studies, and science.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

FRENCH I

Course Frequency: Two-year course, five times per week

Credits Offered: None

Prerequisites: None

Background to the Curriculum

The 7-12 McDougal Littell Discovering French Nouveau program was implemented in September 2007. The program was selected by a committee of grade 7 – 12 French teachers. The French I curriculum is aligned to national and state standards.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: greeting family and friends, telling time, using numbers, talking about the days of the week and months of the year, discussing food, describing the weather, using vocabulary related to school, sports and other leisure activities, getting around a city, living in a house, shopping, taking a vacation

Structure for Communication: the French alphabet; subject pronouns; numbers; time expressions; days, months, dates and seasons; weather expressions; the present tense of *avoir, être, aller, venir, mettre, faire, voir*; the present tense of regular *-er, -ir, -re* verbs; expressions with *avoir* and *faire*; asking and answering yes/no questions; interrogative expressions; conjugated verbs followed by an infinitive; use of definite and indefinite articles; descriptive adjectives; adjectives of nationality; colors; possessive adjectives; demonstrative adjectives; use of the constructions *il est* and *c'est*; stress pronouns; use of the imperative; the immediate future; the passé composé with *avoir* and *être*

Culture for Communication: select topics and vocabulary related to the French-speaking world and Paris and its environs, French cuisine, fashion, holidays, school, French values, and leisure activities

Skills for Communication: reading, writing, listening, and speaking

Learning Objectives

By the end of the course, successful French I students will:

- 1] Communicate through reading, writing, listening, and speaking at an appropriate level of proficiency.
- 2] Incorporate the afore-mentioned vocabulary and structures in their communication.
- 3] Compare and contrast this vocabulary and these structures with those of the English language.
- 4] Demonstrate an understanding of and appreciation for French culture.
- 5] Be able to compare and contrast French culture with their own.
- 6] Be able to make connections to other disciplines, specifically science, health, English, social studies, history, art, and music.
- 7] Have had opportunities to communicate with speakers of French.

Assessment

Assessment is an integral part of World Language instruction and learning. Students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects, and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the modern language individually, in pairs, and in groups. The eighth grade culminating assessment evaluates the four major modern language skills: reading, writing, listening, and speaking.

Materials and Resources

Print

- Valette, J.P. and R.M. Valette. *Discovering French Nouveau 1A/B*. Evanston, Illinois: Holt McDougal, 2007.
- Valette, J.P. and R.M. Valette. Discovering French Nouveau 1A/B, *Activités pour tous with Review Bookmarks*. Evanston, Illinois: Holt McDougal, 2007.
- Valette, J.P. and R.M. Valette. Discovering French Nouveau 1A/B, *Workbook with Review Bookmarks*. Evanston, Illinois: Holt McDougal, 2007.
- Selected literary readings; e.g. Un été pas comme les Autres,
- Allons-Y! (Scholastic Magazine)
- Variety of authentic French books

Audio/Video Resources

- Discovering French Nouveau 1A/B, Audio Program. Evanston, Illinois: Holt McDougal, 2007.
- Discovering French Nouveau 1A/B, Video Program. Evanston, Illinois: Holt McDougal, 2007.
- Families of France
- Minds-A-Wonder Québec
- Various cultural and grammatical videos appropriate to thematic units.