

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, CA

Course of Study

FRENCH 1 - 2

I. INTRODUCTION

From the beginning, the first year French foreign language program will initiate and develop the students' receptive skills of listening and reading and their productive skills of speaking and writing, with an emphasis on communicative proficiency. In addition, students will be introduced to the varied cultures of the French speaking world. This class will be conducted primarily in the target language.

The goals of this program are to enable students to communicate in French, develop an interest in foreign cultures, gain an understanding of how those cultures are reflected in the language, gain new perspectives on their own cultures through the study of others, and to develop understanding of people from other lands.

This course addresses the following Tam 21st Century goals:

#1: To prepare our students to think conceptually, solve complex problems, acquire knowledge, communicate ideas and work individually and collaboratively.

This course addresses the following Student Learning Outcomes:

- #1: Communicate effectively when speaking and writing.
- #2: Read and analyze materials in a variety of disciplines.
- #3: Communicate in a second language.

II. STUDENT LEARNING OUTCOMES

A. Student Learning Outcomes

1. **Speaking:** Students' speaking skills will include the ability to produce simple questions, respond, and describe. They will be able to make statements about things and actions within their vocabulary range on such topics as: colors, time, days of the week, months, dates, numbers, greetings, family members, home, household furniture, the classroom, school supplies, food, clothes, shopping, sports and other teenage interests, frequently used adjectives, commonly used regular and irregular verbs, and classroom expressions. TPRS, an oral story telling technique will be used to enhance speaking proficiency.

2. **Writing:** In the area of written skills, students will be able to put all learned oral material into written form, write dictations, and produce original dialogues, journals, letters, descriptions, and other short examples using the target vocabulary listed under speaking outcomes.
3. **Listening:** Students will understand all French spoken in the classroom based on the target vocabulary using a variety of listening techniques: cassette recordings and response sheets, videos and response sheets, teacher's questions and answers, dictations, cloze exercises and class conversations.
4. **Reading:** Students will be able to read the printed version of any oral material learned. Students will read sentences, cultural notes and documents, and simple stories for meaning. The language functions and vocabulary they can read and comprehend will parallel those found in the listening and speaking skills. Students will have a reading vocabulary which will be considerably larger than their listening vocabulary. Students will read widely and use TPRS short stories and novellas.
5. **Culture:** Students will become more aware of the major cultural contrasts between their cultures and those of the Franco-phone world. This awareness will include knowledge of greetings, leave-takings, food, and the difference between formal and informal address (vous and tu). Throughout the course, we will emphasize a cultural awareness of geography, art, music, food, dress, education, past-times, and travel. Projects will include presentations and research on these topics.
6. **Grammatical Concepts:**
 - a. Definite and indefinite articles
 - b. Numbers 0 - 100
 - c. Adjectives
 - * adjective agreement (number and gender)
 - * subject-verb agreement (person and number)
 - * demonstrative adjectives
 - d. Telling Time, Date, seasons
 - e. Possession
 - * possessive adjectives
 - * noun + de
 - f. Question words : Qui, quoi, quand, comment, qu'est-ce que...
 - g. Pronouns
 - * subject
 - * stress
 - h. Contractions (au, du), partitive article
 - i. No, not any (« pas de »)
 - j. Present tense :
 - Regular verbs in ER, IR, RE
 - Common irregular verbs

- k. Passé-composé tense:
 - Regular verbs in ER, IR, RE
 - 18 verbs with irregular past participle
 - 17 verbs using “être” in the passé-composé
- l. Future Tense using aller + infinitive
- m. Use of multiple verbs with the infinitive (aimer, vouloir, pouvoir, devoir)
- n. Negations

B. Means of Students Assessment

Students will be assessed regularly and in a variety of ways (oral, written, listening and reading). The following assessments are in place and will continue to be used.

1. **Receptive skills:** Reading skills will be assessed through thematic reading comprehension exercises and teacher recombination of previously learned topics. These may be given as portions of chapter and/or unit tests.

The assessment of listening skills will consist of questioning, dictation, cloze reading, and responses to taped monologues, dialogues and videos.

2. **Productive Skills:** Students’ speaking skills will be assessed through group and individual presentations, interviews, dialogues and taped responses.

Written skills will be assessed through student journals, descriptions, workbook exercises, and essay responses as well as cultural projects such as brochures, menus, post-cards.

It is understood that any student performance not gaining a “C” level of proficiency (74%) will receive a grade of NM (not passing) under the Outcome Based Education guidelines adopted by the World Languages Department. This grade reflects all of the work completed in any given semester.

C. Course Assessment

At the end of May, all French 1- 2 students will take a standardized district-wide assessment which includes all four skill areas. Course evaluation will be based on all students’ performances in grammar, reading and listening sections of the test.

III. METHODS AND MATERIALS

- A. In addition to text and ancillary materials, students will be presented with a variety of non-text oriented lessons and activities. These activities (and the skills they model and practice) include:

- * Dialogues (speaking and writing)
- * Dictations (listening and writing)

- * Games (all)
- * Individual and group presentations (speaking, writing, and listening)
- * Informal paired conversations (speaking and listening)
- * Interviews (speaking and listening)
- * Journals (writing)
- * Maps (writing and reading)
- * Question and answer situations (listening and speaking)
- * Translations (writing and reading)
- * Videos
- * Songs
- * Use of technology (Internet, laser discs, CD Rom)
- * TPRS techniques will be used

B. Materials

The course will use Board adopted text “Bon Voyage” Level 1 by Glencoe Publishing and supplementary materials.

The teacher may choose to use one or more of these supplementary materials:

Selected short stories
 Scholastic French magazine
 Films, slides, audio tapes and videos/DVDs
 Songs
 Teacher prepared materials
 Internet learning sites
 Software or CDs
 Magazines, newspapers, and other print media
 TPRS Materials

C. Technology

In addition to the use of audio and video tapes and discs in the classroom, students will be able to access a wealth of new information via advanced computer-based technology available through each school’s on-site computer laboratory. This will include the use of e-mail, the Internet, and the World Wide Web to gain information on language and cultures. In addition, students can have access to the use of advanced computer programs for assistance in grammar, writing, and reading comprehension skills. The incorporation of technology into the curriculum will enhance language learning and computer literacy.

D. School to Career Goals

French 1/2 students engage in a variety of activities that provide workplace applications including extensive group work skills, interpersonal skills, public speaking skills and projects with workplace applications such as using technology for presentations and organizational skills.

Students learn vocabulary applicable to use in the workplace. Teachers may also include guest speakers, interviews with community members, field trips, job shadows, internships, use of adult mentors and/or other activities which engage students with the world of work.

IV. GENERAL INFORMATION

A. Prerequisites

There are no prerequisites for French 1. A grade of “C” or better in French 1 is a prerequisite for French 2. Exceptions to this prerequisite may be approved by the instructor if the student completes a formal agreement for making up deficits within an agreed upon time period. The agreement may include mandatory attendance at tutorial sessions.

B. Fulfillment of Graduation Requirements

French 1 - 2 qualifies as an elective as part of the 220 unit high school graduation requirement. There is no specific graduation requirement involving foreign language study, though foreign language proficiency (Outcome #8) will be required for graduation upon adoption of the graduation outcomes proposed by the Education Task Force (ETF) and is highly recommended.

C. College and University Entrance Requirements

French 1 - 2 fulfills 1 unit of the U.C. “e” requirement of 2 units in Foreign Language or may be used in partial fulfillment of the “g” requirement. It also is accepted as one year of the CSU 2 year foreign language requirement.

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