

Murrieta Valley Unified School District
High School Course Outline
April 2011

Department: Foreign Language

Course Title: French 1

Course Number: 4200

Grade Level: 9-12

Length of Course: Year

Prerequisite: Completion of Previous year's English course with a grade of A, B, or C with the approval of the instructor.

UC/CSU (A-F) REQUIREMENT: E

I. Goals

The student will:

- A. Develop a beginning level of written and oral proficiency in French to express original and creative thought in the target language
- B. Develop a basic level of listening proficiency to comprehend basic French communication
- C. Make oral presentations in French based on the variety of subjects and concepts presented through the literature and classroom textbook, and using the grammar, vocabulary and structures studied in the textbook
- D. Comprehend and discuss contemporary issues and situations, and developments in the French social, political and economic world as presented through current events and textbook topics in the target language
- E. Study and analyze French films, the philosophies presented through the films, and the context from which they were created, in the target language
- F. Evaluate the relations between francophone countries and other parts of the world
- G. Develop a basic ability to correctly use grammatical structures as studied within the context of literature, discussions, textbook cultural units and film. Grammar texts will supplement student understanding where necessary.

II. Outline of Content for Major Areas of Study

Semester 1

Students study French language, customs and philosophies through the cultural units presented in this textbook, video and listening CD program. They will participate in classroom projects and simulations of situations encountered when living in France, including, but not limited to:

- A. Exchanging greetings; understanding the masculine and feminine gender of nouns; using the French alphabet
- B. Giving simple commands and using expressions that express basic needs in the classroom; using the formal and familiar forms of “you” (*tu/vous*)
- C. Discussing likes and dislikes; using regular **-er** verbs and the negative
- D. Discussing levels of interest
- E. Talking about school life and schedules; using the French calendar
- F. Counting and telling time using conversational time (the 12-hour clock)
- G. Describing interests and possessions using the irregular verb *avoir*; agreeing and disagreeing
- H. Expressing needs; using the irregular verb *falloir*; understanding the usage of the definite and indefinite articles
- I. Using several interrogative forms to make requests; expressing thanks
- J. Writing letters and establishing a French pen pal
- K. Shopping in France, using European currency, and preparing for school
- L. Holidays in France and Christmas customs
- M. Discussing an overview of French history, and the influence of France on American history

They will study the grammar and vocabulary activities in these chapters to establish a basic ability to express themselves in French.

Semester 2

Students will continue to study French language, customs and philosophies through the cultural units presented in this textbook, video and listening CD program. They will participate in classroom simulations of situations encountered when living in France, including, but not limited to:

- A. Talking about, hobbies, sports and past times; using the irregular verb *faire*
- B. Talking about music and sports; using the verb *jouer* with the prepositions *à* and *de*
- C. Discussing frequency of activities and levels of interest
- D. Planning celebrations and Mardi Gras
- E. Discussing the seasons and weather, using the irregular verb *pleuvoir*; using the French calendar and discussing the months of the year
- F. Understanding Fahrenheit and Celsius; understanding French news broadcasts
- G. Planning leisure activities; making and accepting invitations; using regular **-re** verbs
- H. French meals and courses served; using the irregular verb *prendre*
- I. Dining in a café, restaurant or "*un fast food*"
- J. Dating in France; using official time (the 24-hour clock)
- K. Making plans for the immediate future around town; using the irregular verb *aller*; using the prepositions *à* and *de* with the definite article; speaking about events in the near future
- L. Describing capabilities and desires; using the irregular verbs *vouloir* and *pouvoir*;
- M. Describing clothing appropriate to the weather and activities; talking about fashion and shopping for clothes; using **-ir** verbs; asking for and giving opinions, making comparisons, discussing ways to save and spend money, and making a decision; using the irregular verb *être*
- N. Using the telephone; overview of the *passé composé* with *avoir*
- O. Discussing French contributions to the film industry

They will study the grammar and vocabulary activities in these chapters to broaden their ability to express themselves in French.

III. Accountability Determinants

- A. Teacher observation of daily classroom participation, effort, behavior and achievement
- B. Free response questions
- C. Projects and presentations
- D. Teacher generated tests
- E. In class discussions and assignments
- F. Homework each class meeting
- G. Time spent in French language 30% – 75%

IV. Required Texts

DeMado, John and Emmanuel Rongi ras d'Usseau, *Allez, Viens!* Level 1, First edition, Text, Chapters P-7, Holt, Rinehart and Winston, New York, 2000.

DeMado, John and Emmanuel Rongi ras d'Usseau, *Allez, Viens!* Level 1, First edition, Practice and Activity Workbook, Chapters P-7, Holt, Rinehart and Winston, New York, 2000.

V. Supplementary materials

Including but not limited to:

Newspapers
Periodicals
Videos
CD-ROMs
The Internet

DeMado, John and Emmanuel Rongi ras d'Usseau, *Allez, Viens!* Level 1, First edition, Grammar and Vocabulary Workbook, Chapters P-7, Holt, Rinehart and Winston, New York, 000.