

FRENCH LEVEL 1-2

Salut tlm. Welcome to the French class 1-2. Merci for making the wonderful decision to learn another language. By taking this class you will not only learn the fundamentals of the French language, but you will also be introduced to many different cultures. Learning multiple languages and learning about different cultures will prepare each and every one of you to become a wonderful world citizen.

Course prerequisite: There is no prerequisite for this level 1 French course.

Course description: The level one students acquire functional vocabulary relative to daily life. They learn to comprehend written and spoken language and develop and ability to speak and write simple sentences in the target language. Cultural awareness is promoted through reading, video, and projects. Active participation in the target language is necessary.

Units covered in this course:

Unit 1: Let's Hang Out. In this unit we will cover French basics including: Greetings, describing self, weather and time. At the end of this unit you will be able to have short conversations and be able to describe yourself and others.

Unit 2: This is who we are. In this unit we will cover school and family. We will expand on the previous unit and will be able to talk about family members and teachers. You will be able to describe your classes and express preference.

Unit 3: Let's be Trendy. We will cover shopping for food and clothes in this unit. At the end you will be able to order food in a restaurant, buy food in a grocery store, and talk about clothes and fashion.

Unit 4: Let's Play. In this unit we will discuss leisure activities including: sports, board games, and video games. You will be able to better express your opinions after this unit.

Unit 5: Optional Unit. If we have time, we will be working our way through a basic chapter book. This book is leveled to French 1-2.

Students will be expected to:

- Maintain a basic conversation.
- Understand authentic inputs such a video or information from native speakers.
- Read and write basic text with a prompt.
- Identify cultural practices and beliefs, know basic information about the counties where target language is spoken and make comparisons in the target language.

Basic Class Format:

- Bellwork: A review of previous days' materials
- Additional Review
- New Material
 - We will take notes in this class. As research has proven, taking notes by hand helps learners remember information. If you prefer to use your iPad, I have added a notes section in our class OneNote notebook.
- Groups/Practice

Class Rules and Expectations

Be Safe, Be Respectful, Be Responsible

- Rules and guidelines set in the student handbook will apply in this class, as well as all safety contract rules.
- This is a foreign language classroom, that being said no one, not even the teacher, will speak perfectly at all times. Be respectful of people using the target language.
- Participate in class. This course is being taught in a manner that if you practice speaking, you should acquire a functional use of French.
- Be on time and in your seat when the bell rings. This is especially important during the first couple weeks when I'm learning your names. No one wants to be counted tardy.
- When doing written work, I expect everything to be in your own words. I will be able to tell if something is plagiarized or if you use a translator.
- Late work is accepted until the end of the semester in which it was assigned.

Proficiency Levels

Communication

- 1.1.b Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.
- 1.2.b Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
- 1.3.b Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.
- 1.4.b Identify differences in language structures of phrases during predictable situations between target language and English
- 1.4.b.2 Identify differences in phonics/intonation between target language and English

Culture

- 2.1.b Identify products, practices, and perspectives using high-frequency vocabulary and phrases.
- 2.2.b Identify and react with simple expressions and idioms unique to the languages and cultures studied.
- 2.3.b Identify some typical products related to familiar everyday life of the target language cultures and their own.

Connections

- 3.1.b Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

Communities

- 4.1.b Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.
- 4.2.b Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

Cognition

- 5.1.b Use simple words or phrasing to identify what concepts, skills, or information have been learned.
- 5.1b. Identify what concepts, skills, or information are desired using simple words or phrasing.

Grading: The OPS use the standards-based grading scale. Every assignment will be registered under the following grading scale:

A	=	3.26-4
B	=	2.51-3.25
C	=	1.76-2.50
D	=	1.01-1.75
F	=	0.00-1.00

I am looking forward to a wonderful school year with all of you!

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