



Ledyard High School French I Curriculum

This course introduces students to the basic structure of the language with special emphasis on listening and speaking skills. Intensive practice of French sounds and study of spelling correspondences are designed to establish accurate pronunciation. Daily practice, listening and speaking activities, and regular reading and writing assignments provide opportunities to use the target language. Students gain an understanding of Francophone life and culture through discussion, technological support materials, personal projects, and class presentations.

- **The ACTFL guidelines are located at the end of this document.**
- **Objectives are listed in the order they are presented.**
- **The objectives in bold are grammar items.**

Ledyard High School

French 1 Curriculum

Unit 1:

At the completion of this unit, students will be able to introduce themselves and others. They will also be able to understand when the teacher gives them commands. (18 classes)

Objectives	<ol style="list-style-type: none"> 1. Students will be able to greet someone and say goodbye. 2. Students will be able to ask how someone is. 3. Students will be able to introduce someone. 4. Students will be able to ask how old someone is. 5. Students will be able to ask about things in a classroom. 6. Students will learn the French subject pronouns. 7. Students will be able to give classroom commands and ask the teacher something. 8. Students will be able to ask how words are spelled. 9. Students will be able to ask for and give email addresses. 10. Students will learn about indefinite articles and the plural of nouns. 11. Students will learn the verb - avoir
Essential Topic Vocabulary	Greetings and numbers 0-30, classroom objects and expressions, accents and special characters
Essential Question	How do cultural products, practices, and perspectives influence social interaction?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #5

Assessment (test) at the end of unit

Unit 2:

At the completion of this unit, students will be able to talk about their likes and dislikes along with the activities they like, dislike and prefer. (15 classes)

Objectives	<ol style="list-style-type: none"> 1. Students will be able to ask about likes or dislikes. 2. Students will be able to agree and disagree with someone's activity that they like or dislike. 3. Students will learn the definite articles.
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	4. Students will learn how to conjugate regular -er verbs. 5. Students will be able to ask how often you do an activity. 6. Students will be able to ask how well you do an activity and talk about preferences. 7. Students will learn the contractions with à along with conjunctions.
Essential Topic Vocabulary	Likes and dislikes, leisure activities
Essential Question	How do culture and geography influence one's interests?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #2

Assessment (oral presentation stating one's likes and dislikes) at unit end

Unit 3:

At the completion of this unit, students will be able to describe their family and friends along with give an opinion about someone. (15 classes)

Objectives	1. Students will be able to ask about and describe people. 2. Students will be able to ask for and give opinions. 3. Students will learn the verb: être. 4. Students will learn about adjective agreement. 5. Students will be able to identify family members. 6. Students will be able to ask about someone's family. 7. Students will learn the possessive adjectives. 8. Students will learn how to form contractions with de.
Essential Topic Vocabulary	Physical descriptions and personality traits, family and pets
Essential Question	How do culture, geography, and history affect life at home?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #2

Assessment (test) at the end of unit

Unit 4:

At the completion of this unit, students will be able to speak about their classes at school, tell what they need for the classes, give opinions and ask to purchase something. (18 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to ask about classes.2. Students will be able to ask for and give an opinion.3. Students will learn how to conjugate regular -er verbs and how to form -ger and -cer verbs.4. Students will be able to ask others what they need and tell what they need.5. Students will be able to inquire about and buy something.6. Students will learn how to conjugate spell change verbs that terminate with e consonant er.7. Students will learn how to form nouns from adjectives.
Essential Topic Vocabulary	school subjects, days of the week, time, school supplies, colors and numbers 31-1.000.000
Essential Question	How do cultural products, practices, and perspectives influence education and a student's experience?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #2

Assessment (brochure telling about their school) at the end of unit

Unit 5:

At the completion of this unit, students will be able to tell about their interests and how often they do something, along with extending an invitation and making plans. (18 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to ask about interests.2. Students will be able to ask how often someone does an activity.3. Students will learn how to conjugate the verb: faire.4. Students will learn the interrogatives in French and how to use them.5. Students will be able to extend, accept, and refuse an invitation.6. Students will be able to make plans.7. Students will learn how to conjugate the verb: aller and how to form the futur proche.
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	8. Students will learn how to conjugate the verb: venir and how to form the passé récent.
Essential Topic Vocabulary	Sports and activities, seasons, months, places in town and weather.
Essential Question	How do culture and geography affect one's choice of sports and other free-time activities?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #2

Assessment (test) at the end of unit

Unit 6:

At the completion of this unit, students will be able to offer, accept, refuse and order food when at a restaurant along with asking about prices and paying the check. (15 classes)

Objectives	<ol style="list-style-type: none"> 1. Students will be able to offer, accept, and refuse food. 2. Students will be able to ask for and give an opinion. 3. Students will learn how to form and use the partitive. 4. Students will learn how to conjugate regular -ir verbs. 5. Students will be able to inquire about food and place and order. 6. Students will be able to ask about prices and pay the check. 7. Students will learn how to conjugate and use the verb: prendre. 8. Students will learn how to form and use the imperative.
Essential Topic Vocabulary	Breakfast foods and drinks, place settings, café foods
Essential Question	How do geography and culture affect what, when, and how one eats?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Assessment (quiz) after objective #2

Assessment (menu with prices for a café) at the end of unit

Unit 7:

At the completion of this unit, students will be able to ask for and offer help in a store, give opinions, ask for and give prices along with making decisions about purchases. (12 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to offer and ask for help in a store.2. Students will be able to ask for and give opinions.3. Students will learn demonstrative adjectives.4. Students will learn interrogative adjectives.5. Students will be able to ask about and give prices.6. Students will be able to make decisions.7. Students will learn the passé composé of regular -er, -re, -ir verbs conjugated with avoir.8. Students will learn the passé composé of irregular verbs conjugated with avoir.
Essential Topic Vocabulary	Clothing and accessories, sports equipment, leather goods and jewelry
Essential Question	How do culture and geography influence clothing, fashion, and shopping?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)
Assessment (quiz) after objective #2
Assessment (fashion show)

ACTFL performance descriptors for language learners – Interpersonal

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

Text type- Understands and produces highly practiced word and phrases and an occasional sentence. Able to ask formulaic or memorized questions.

Vocabulary – Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic expressions.

Communication Strategies –May use some or all of the following strategies to maintain communication, able to:

- Imitate modeled words.
- Use facial expressions and gestures.
- Repeat words.
- Resort to first language.
- Ask for repetition.
- Indicate lack of understanding.

Cultural Awareness – May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions but may often miss cues indicating miscommunication.

ACTFL performance descriptors for language learners – Interpretive

Functions –Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on prior knowledge.

Language Control – May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

Vocabulary – Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

Communication Strategies - For alphabetic languages:

- Rely on recognition of cognates.
- May recognize word family roots, prefixes and suffixes.

Cultural Awareness – Uses own culture to derive meaning from texts that are heard, read, or viewed.

ACTFL performance descriptors for language learners - Presentational

Functions – May show emerging evidence of the ability to express own thoughts and preferences.

Contexts/Content – May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.

Text Type- Produces words and phrases and highly practiced sentences or formulaic questions.

Vocabulary – Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

Communication Strategies – May use some or all of the following strategies to communicate, able to:

- Rely on a practiced format.
- Use facial expression and gestures.
- Repeat words.
- Resort to first language.
- Use graphic organizers to present information.
- Support presentations speaking with visuals and notes.

Cultural Awareness – May use some memorized culturally appropriate gestures, formulaic expressions and basic writing conventions.