

FRENCH I

Learner will demonstrate ability to achieve the following objectives at a Novice-High Level under the ACTFL guidelines:

Target 1

Writing

Students will be able to write:

- Answers to questions about themselves, description, school, likes
- Sentences describing people, the house, school
- Use memorized material to write sentences describing people, the house, school
- Paragraphs using the structures and memorized vocabulary they have learned at this level
- All of the above will include proper sentence structure, verb conjugation, agreement, grammar, punctuation and accents

ACTFL Novice High Writing Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is generally writer-centered and is focused on common, discrete elements of daily life.

Target 2

Reading

Students will be able to read:

- Questions
- Sentences
- Paragraphs
- Mini-conversations
- Short stories

ACTFL Novice-High Reading Readers at the Novice-High level have sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Target 3

Listening

Students will be able to understand:

- Classroom instructions given by the teacher
- Questions using familiar vocabulary
- Questions and Sentences spoken by a classroom partner
- Native speakers using studied material

ACTFL Novice-High listening level Listeners are able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy statements. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

Target 4

Speaking

Students will be able to:

- Ask questions
- Make statements involving learned material
- Recombine elements to create speech in guided situations
- Develop pronunciation skills through imitation
- Respond to questions in a familiar context

ACTFL Novice-High speaking level Speakers are able to produce basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may be strongly influenced by first language. Errors are frequent and may have difficulty being understood.

Target 5

Culture

Students will:

- Gain an awareness of cultural differences and similarities between their own culture and that of the target language
- Locate, identify, and acquire knowledge about geographical/historical attractions in Paris.
- Identify the francophone world

There are not ACTFL guidelines for culture.

Vocabulary List

Greetings
Self introductions
French first names
Alphabet
Farewells
How are you?
Classroom objects
Useful classroom imperatives
Numbers
Months, Days, Seasons, Dates
Time
likes and dislikes
sports
food and beverages
activities (infinitive verbs)
places
prepositions
family
adjectives
school subjects
directions
transportation
weather expressions
television/leisure time
rooms in a house
nationalities
languages
ordering at a café
meals

Grammar

Formal v. Informal speech
Definite and Indefinite articles
accents
subject pronouns
verb aller-to go
negation (ne...pas and pas)
plural of nouns
asking questions
agreement of adjectives
verb être- to be
possessive adjectives
avoir expressions
verb avoir- to have (to be)
verb -er verbs (regarder, danser, chanter...)
prepositions (à and de-- agreement of)
ordinal numbers
verb faire- to make, do
Si
Futur proche
Two verbs together-j'aime danser
Pouvoir, vouloir
irregular adjectives- beau, nouveau, vieux
demonstrative adjectives Ce
interrogative adjectives Quel
ir verbs -dormir, partir, sortir, servir
prepositions with cities and countries
interrogative adverbs
partitive
expressions of quantity

Special notes:

French 1A (7th grade- middle school)
Bon Voyage Level I Chapters Pre-3
Project Paris Movie "Rugrats in Paris"
French 1B (8th grade- middle school)
Bon Voyage Level I Chapters 4-7
Project Ma Famille
Movie Etre et Avoir w/ film aerobics guide
French 1 (9-12 grades- high school)
Bon Voyage Level I Chapters Pre-7
Projects: Ma Famille, Paris
Movie "Etre et Avoir" w/filmaerobics guide