

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">French I</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100311 / 100312</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: French</div> <p style="text-align: center; color: yellow; background-color: black; margin: 0;">To be completed by Human Resources only.</p>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> Spide Dutton 5/17/22 </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature Date </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> CalPADS CODE 9130 </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Courtney Ziani Site: Heritage High School Date: 5/16/22	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		5/18/22
Asst. Superintendent of Educational Services		5/19/22
Governing Board		

Prerequisite(s) (REQUIRED):
NONE
Corequisite(s) (REQUIRED):
NONE
Brief Course Description (REQUIRED):
<p>The first year of French language instruction introduces the student to grammar structures, phonics, and vocabulary in order to develop communication skills at the novice low level. Students will also study French culture in order to make cultural connections between their home culture and that of France. In the target language, the students will engage in conversation, provide and obtain information, express feelings and exchange opinions. They will learn to understand and interpret spoken and written language on a variety of topics. They will present information, concepts and ideas to listeners or readers on a variety of topics. They will demonstrate an understanding of traditions, products and perspectives of French culture. They will reinforce and expand their knowledge of other curricular areas of study while using French language and culture. Students will acquire and use information from a variety of authentic French language sources. They will demonstrate an understanding of the nature of language and the concept of culture through comparisons of French and their own culture. Students will be provided with sufficient French language instruction to be able to actively participate in communication both within and beyond the school setting for personal enjoyment and enrichment.</p>

B. COURSE CONTENT

<p>Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p>This course is intended to prepare students to do the following: -Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. -Understand and interpret spoken and written language on a variety of topics. Present information, concepts and ideas to listeners or readers on a variety of topics. Demonstrate an understanding of the traditions, products, practices and perspective of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. Reinforce and expand their knowledge of other areas of study through the world</p>

language, and vice versa -Acquire and use information from a variety of sources only available in the world language. Demonstrate literacy and an understanding of the nature of language through comparison across languages -Demonstrate an understanding of the concept of culture through comparisons across cultures. -Use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

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Materials: Textbook: T'es branché 1 / EMC World Languages

Students will learn the skills presented in the following chapters:

Unit 1: In what ways is learning another language beneficial?

Lesson A:

Vocabulary:

greetings, nationalities

Functions:

introduce oneself, introduce someone else, respond to an introduction, ask someone's name

Culture:

greetings, popular first names

Lesson B:

Vocabulary:

Ça va

Functions:

Ask how someone is, express how you're doing

Culture: back to school, ways to say good-bye, la francophonie

Lesson C:

Vocabulary:

Locations, introducing your parents

Functions:

Extend and invitation, accept an invitation, refuse and invitation

Culture: la francophonie

Unit 2: What do activities and pastimes reveal about a culture?

Lesson A:

Vocabulary:

Pastimes, sports, weather, food

Functions:

Ask what someone likes to do, say what I like to do, say what I don't like to do

Culture:

eSports

Structure: subject pronouns, tu v. vous, infinitives, present tense -er verbs

Lesson B:

Vocabulary:

Likes & dislikes, indoor activities

Functions:

Ask how much someone likes to do something, say how much I enjoy doing things

Culture: Lyon, African francophonie

Structure: positions of adverbs

Lesson C:

Vocabulary:

Sports, music, pastimes, numbers 0-20

Functions:

State my preferences, ask what someone prefers, agree & disagree, as for phone numbers

Culture: count on fingers, singer Corneille

Structure: gender of nouns and definite articles, verb préférer, negation ne....pas

Unit 3: How does education shape individuals and societies?

Lesson A:

Vocabulary:

Classroom objects, numbers 20-100

Functions:

Say what I need, ask what someone else needs, ask what something costs, state what something costs

Culture:

Carrefour, school supplies, euro and eurozone, online formation

Structure: indefinite articles, article & noun plurals, avoir present tense, avoir besoin de

Lesson B:Vocabulary:

Classroom subjects, adjectives, time expressions

Functions:

Describe a class, ask for a description of someone, describe someone

Culture:

24-hour clock, classes & exams, French high school, "le bac"

French Polynesia, school names

Structure: telling time, present tense of être, regular adjective agreement

Lesson C:Vocabulary:

Places in school, places in city

Functions:

Ask where someone is going, ask when someone is going somewhere, ask why someone cannot do something, establish a time and place

Culture:

French school lunches, Mali, English words of French origin

Structure: present tense of aller, à + definite articles, forming questions with est-ce que

Unit 4: What activities do friends in other countries do together?**Lesson A:**Vocabulary:

Soccer, soccer clothing, subways

Functions:

Give a reason, set a time and place to meet, suggest a different time

Culture:

Soccer in France soccer clubs, famous soccer players

Structure: aller + infinitive, forming questions

Lesson B:Vocabulary:

Food & drink, numbers 100-1000

Functions:

Understand what the server will ask, order food, ask for the bill

Culture:

Cafés, Parisian cafés and art, fast food chains in France

Structure: present tense of the irregular verb prendre, avoir expressions (faim/soif)

Lesson C:**Vocabulary:**

Movie genres, early, on time, late, actors, filmmakers

Functions:

Make a prediction, respond to a prediction

Culture:

French cinema & comedies

Structure: interrogative adjective 'quel', present tense "voir"

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unit 1, Lesson A

Students will learn about "vendanges" in France. They will be given an application to complete to "participate" in the program. (pg. 11)

Unit 1, Lesson B

Students will create a web page advertising French Club using real or fictional characters (pg. 23)

Unit 1, Lesson C

Students will explore the website of the French Embassy in Washington DC. They will make a chart with two columns: the left side = "France's Embassy in Washington" and the right side = "L'ambassade de France à Washington." On the LEFT, write a list of 10 things you learned about French-American relations. On the RIGHT, write 10 facts you learned, such as: location of French consulates, current ambassador's name, services provided to French citizens, events, etc. (pg. 43)

Unit 2, Lesson A

Imagine you recently went to Paris. Create an album of photos for your social networking page with 8 famous French monuments you photographed during your stay, and 5 photos of French cafés, or subway stations that you liked. Add labels with names and information about the monuments. (pg. 65)

Unit 2, Lesson B

Students are asked to "participate" in a student exchange. Students write a paragraph indicating what they like to do during the week and on weekends. The program leaders will use this information to help match them with a host family with similar interests. (pg. 74)

Unit 2, Lesson C

Students are given a list of different styles of Francophone music (pg. 91). They research the artists, finding out the type of music they play and the names of the songs. Students will create a playlist with their top ten songs and recommend them to classmates. The top student choices can be played in class and a vote taken. (pg. 91)

Unit 3, Lesson A

Students make a list of ten items they need for school (fournitures scolaires) and will find a French online store like Top Office that sells these school supplies. Write the prices for the items you find. Find similar items in a US store

online, like Staples / Walmart, and using a currency converter, compare US prices with those on the French site. *Ex.: J'ai besoin d'un cahier. À Top Office, il coûte 2,60 euros.* (pg. 119)

Unit 3, Lesson B

Imagine a student from Tahiti is coming to your school for a semester. Write our your school schedule and share it with them. (pg. 133)

Unit 3, Lesson C

Create a crossword puzzle using “places” vocabulary words (pg. 135). For each place, write clues like: “on se retrouve à cet endroit pour surfer l’Internet” Enter words and their clues into an online puzzle maker. (pg. 149)

Unit 4, Lesson A

Write an itinerary of what you and your family plan to do when hosting a Swiss exchange student. Write an email to the program director suggesting six to eight different places you are going to take your exchange student and what you are going to do and see at each place. Activities with family and friends must be included. (pg. 175).

Unit 4, Lesson B

In partners, create an original menu for a French Café. Include the café name and prices in euros. Create a poster for the “Specilaités du Jour” to be posted outside the café. This menu can be used to write and perform a “restaurant skit.” (pg. 190).

Unit 4, Lesson C

Write an email inviting a friend to do four different activities with you this weekend. (pg. 212)

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: T'es branché	Edition: Second
Author: Josephson / Meyers / Wentworth	ISBN: 9781533816283
Publisher: EMC	Publication Date: 2019
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:

Usage:	
<input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Online resources: Carnegie Learning / EMC Passport	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$ 159 w/6 year license	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$5724 +Tax and shipping

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Unité 1: Leçon A Quiz & Writing Assignment Unité 1: Leçon B Quiz & Writing Assignment Unité 1: Leçon A Quiz & Writing Assignment Unité 1: Test Unité 2: Leçon A Quiz & Writing Assignment Unité 2: Leçon B Quiz & Writing Assignment Unité 2: Leçon A Quiz & Writing Assignment Unité 2: Test Unité 3: Leçon A Quiz & Writing Assignment Unité 3: Leçon B Quiz & Writing Assignment Unité 3: Leçon A Quiz & Writing Assignment Unité 3: Test Unité 4: Leçon A Quiz & Writing Assignment Unité 4: Leçon B Quiz & Writing Assignment Unité 4: Leçon A Quiz & Writing Assignment Unité 4: Test
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be used.
Direct Instruction Group and Pair work Computer lab and online research Multimedia presentations - audio and

video associated with textbook
 Skits and other presentations Journals Responsive Writing Writing Process (Individual Steps: Pre-Write, Draft, Revising, Editing, Final Draft) Write-Draw-Discuss
 Thinking Map-to-Writing Carousel Writing Exit Ticket Document-Supported Writing Word Walls Quick Writes-Discussion Critical Thinking Activities Costa's or Bloom's Levels of Questioning Activities Problem-Based Learning Group Projects Student Group Centers Jigsaw Activities Cooperative Learning Strategies Kagan Strategies Read-Arounds Response/Edit/Revision Groups Interactive Notebook Peer Editing Group formative Assessments Processing Games Group Presentations Four-Corner Discussion Direct Teach of Vocabulary KWL (What I Know, What I Want To Learn, What I Learned)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Daily oral participation
 Homework
 Brief writings related to lessons
 Oral and written assessments through teacher generated questions
 Paired and small group activities
 Journal entries
 Simulated conversation activities
 Formal written assignments
 Oral, listening, and written quizzes
 Summative Assessments
 Tests
 Performance assessments

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Week	Objective	Standard(s)	Chapter(s)	Reference
1-3	Students will be able to: <ul style="list-style-type: none"> - introduce themselves and others, respond to an introduction, state their name. - use French greetings, recognize common first names from Francophone countries, North American francophone populations 	1.1, 1.2, 2.1, 2.2, 4.1	Unit 1, Lesson A	T'es Branché 1
4-6	Students will be able to: <ul style="list-style-type: none"> - ask how things are going and express how they are doing. - use expressions for saying good bye, discuss French school, talk about places where French is spoken in Europe and North Africa. 	1.2, 2.1, 2.2, 4.1	Unit 1, Lesson B	T'es Branché 1
7-9	Students will be able to:	1.2	Unit 1, lesson C	T'es Branché 1

	<ul style="list-style-type: none"> - Invite someone, accept or refuse an invitation. - Discuss French teens and where French is spoken in Africa and the Caribbean. 			
10-12	<p>Students will be able to :</p> <ul style="list-style-type: none"> - Ask what someone likes to do and say what I like to do - Talk about esports, the Olympics, Paris, Tour de France, Canadian ice hockey 	1.2	Unit 2 lesson A	T'es Branché 1
13-15	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say how much I like to do something - Talk about Lyon, the Guignol character, la fête des Lumières, the game of Mancala 	1.2, 2.1, 2.2	Unit 2, lesson B	T'es Branché 1
16-18	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask about and state preferences, agree and disagree - Talk about world music, Canadian music and la fête de la musique - Identify masculine and feminine nouns, use definite articles, use the verb préférer, use negation (ne/n'...pas) 	1.2	Unit 2, lesson C	T'es Branché 1
19-21	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say what others need and give prices - Talk about Carrefour, French school supplies, the euro and the eurozone, e-learning in France - Indefinite articles, the plural forms of nouns and articles, the verb AVOIR, the expression avoir besoin de 	1.2	Unit 3, lesson A	T'es Branché 1
22-24	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe my teachers and classes and ask for descriptions - Talk about the 24-hour clock, classes and exams in France, names of French and French Polynesian schools, - Tell time and use the verb être 	1.2	Unit 3, lesson B	T'es Branché 1
25-27	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask where/when/with whom/why questions and set a time and place to meet someone. - Talk about lunches in French school cafeterias, cooking schools, education in 	1.2	Unit 3, lesson C	T'es Branché 1

	<p>Mali, use borrowed words from French</p> <ul style="list-style-type: none"> - Verb aller, à + definite articles, questions with “est-ce que” 			
28-30	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Provide a reason , make plans set a time and place to do something - Talk about soccer in France and famous French soccer players - Talk about the future using aller + infinitives, for questions using the “n’est-ce pas” structure 	1.2	Unit 4, lesson A	T’es Branché 1
31-33	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Order food and drinks in a café and ask for the bill - Talk about French fast food & cafés - Use the verb prendre and expressions avoir faim / avoir soif 	1.2	Unit 4, lesson B	T’es Branché 1
34-36	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Make and respond to predictions - Talk about the history of French movies and popular comedies - Use all forms of “quel” and the verb voir 	1.2	Unit 4, lesson C	T’es Branché 1

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)