

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## FRENCH ab initio SL

**Date:** April 2014

**Course Length:** 2 years

**Proposed Grade Level(s):** 11<sup>th</sup> and 12<sup>th</sup>

**Subject Area/Credits:** World Language/IB /  
5 per Semester

**Grading:** A-F

**Prerequisite:** none

**Intent to Pursue College Prep Status through the UC System:**     ☒ Yes    ☐ No

### **COURSE DESCRIPTION:**

French ab initio is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. The course emphasizes the use of French for active communication.

### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

The course goals are as follows:

- The ability to comprehend formal and informal spoken French;
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of various text selections in French
- The ability to compose short expository passages; and
- The ability to express ideas orally with accuracy and fluency.

Course content will be organized into three themes through a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types. Through the study of the three interrelated themes, students will develop the skills necessary to fulfill the assessment objectives of the language ab initio course.

As stated in the IB Subject Guide for Language B or “Group 2”

The aims of group 2 are to:

1. develop students’ intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students’ awareness of the role of language in relation to other areas of knowledge
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge

of an additional language.

### **CCSS READING COMPONENT:**

During the course, students must be taught to understand a variety of texts. In the context of the language ab initio course, a text can be spoken, written or visual. For the purposes of language ab initio, a visual text is one that contains an image, a series of images, or is a film. It is expected that teachers, where possible, use and adapt authentic texts for use in the classroom. Possible sources for reading in the target language includes, but is not limited to; articles from journal or magazine, excerpts from a book or novel, poem, brochure, postcard, recipe, flyer, invitation, social networking site, blog, survey, and email.

### **CCSS WRITING COMPONENT:**

Writing in the French ab initio course is designed to develop skills that will help students to express themselves in a variety of modes. Students practice such skills as using function words and verbs, explaining in detail, narrating a picture sequence, circumlocution, and editing processes in order to develop the ability to express themselves with reasonable fluency and accuracy in written French. Students will also practice conducting research on topics related to the central themes, and comparing and contrasting the target culture with their own. All writing assignments will be designed to prepare the students for the IB External Assessment which will be produced under supervised conditions in the classroom and is externally assessed in the Spring of the second year of the ab initio course. Students are expected to be able to write a 200-300 words about a topic of their choice within the three central themes, after conducting independent research into that topic.

### **CCSS SPEAKING AND LISTENING COMPONENTS:**

The oral component in the French ab initio course focuses on building skills to enable students to respond to a variety of stimuli and in a variety of situations. Skill building activities include task-based pair and cooperative learning activities to practice using the lesson's vocabulary and structures to express specific functions. This provides the integration of students' acquired knowledge in real communication with others. Students will participate in role plays, dialogues, question and answer practice with the instructor, and in some cases record their individual responses and submit them for peer assessment and self evaluation. These activities are designed to prepare them for the IB external assessment which will be administered in the Spring of the second year of the SL course.

### **DETAILED UNITS OF INSTRUCTION:**

Language acquisition will be achieved through the development of **receptive, productive and interactive** skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation. Each unit covers activities in communication, vocabulary, grammar and culture that focus on a specific theme. The three themes; individual and society, leisure and work, urban and rural environment are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types.

Subtopics for the three themes are as follows: Daily routines, Employment, Environmental concerns, Education, Entertainment, Global issues, Food and drink, Holidays, Neighborhood, Personal details, appearance and character, Media, Physical geography, Physical health, Sports, Town and services, Relationships, Technology, Weather, Shopping, Transport.

“It is important to note that the order of the content is **not** an indication of how the themes and topics should be taught. They are interrelated and teachers are encouraged to adopt an integrated and cyclical approach to teaching. The topic of shopping, for example, may be treated under any of the three themes and could be revisited at several stages of the two-year course” (Language ab initio subject guide 2013, 16).

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbooks:**

T'es branché 1, EMC Paradigm Publishing

T'es branché 2, EMC Paradigm Publishing

### **Supplemental resources :**

Realia: videos, dvd's, tapes, CDs, magazines, newspapers (Le Monde, Le Figaro) etc

Internet resources such as: podcasts, blogs, online French articles,

Video clips and songs through iCulture (EMC Paradigm Internet Resources Center)

Websites such as TV5, francebis.com, youtube for videos, francais interactif (University of Texas) etc.

## **COMMON CORE STANDARDS to be ADDRESSED:**

Although World Language does not have Common Core State Standards specific to the subject area, the World Language courses directly align with the ELA CCSSs. In all levels of our World Language courses we assess the four areas of Reading, Writing, Speaking and Listening. Within these CCSS anchor standards, the students are taught skills and vocabulary to help them build these language skills in their second language, and by comparing the target language of study to Standard English, the students are strengthening their skills in ELA through their study of the target language.

Students are taught reading comprehension strategies in the target language, to help them identify key ideas and details in a wide variety of texts, by recognizing cognates, using context clues to deduce meaning and recognizing specific structures. Through the course of study, the text range and complexity increases, as their language ability improves.

Writing strategies in the World Language classroom support the CCSS anchor standards for Writing by teaching the students to use the target language to write for a variety of purposes and by facilitating the students in researching cultural aspects of the themes.

Speaking and Listening skills are central to the World Language curriculum. The CCSS anchor standards Comprehension and Collaboration and Presentation of Knowledge and Ideas are directly linked to World Language instruction. The listening comprehension strategies and presentation skills are in the target language as opposed to in English.

The World Language curriculum also links with the Language anchor standards of Conventions, Knowledge of Language and Vocabulary Acquisition because we teach the target language by comparing and contrasting it with English. The grammar, structures and vocabulary that they learn in the target language classroom strengthen their skills in English because they are asked to identify similarities with standard English, and then to learn how the target language structures are different.

**DISTRICT ESLRs to be ADDRESSED:**

**Students will be:**

- ***Self-Directed Learners*** who take responsibility for their learning as they master the target language.
- ***Effective Communicators*** who speak, write, and read and listen in the target language.
- ***Quality Producers/Performers*** who take pride in the work they complete as they continually work toward mastery of the target language.
- ***Constructive Thinkers*** who apply learned vocabulary and concepts to attain mastery of the target language.
- ***Collaborative Workers*** who work well with peers in small and large group activities in order to practice the use of the target language.
- ***Responsible Citizens*** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

Site Principal (signature):

Site Lead Teacher or  
Division Leader (signatures):

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