

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

# French 1

## Instructors:

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This course is an introduction in basic French conversation, vocabulary, grammar and writing. Emphasis will be on language acquisition skills, basic communication and awareness of cultural differences and similarities. Students selecting French I should have a good understanding of English grammar and self disciplined study habits.

**Graduation Standards** (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Standard 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

## Unit 1 Salut, les copains!

Summary **Students learn to ask and answer basic conversation starters and learn to identify items in the classroom.**

Performance Indicators Students will be able to:  
Assessed in Unit  
greet another person at different times of day  
ask and tell names  
ask and describe basic health  
name parts of the body  
ask about and state a person's age  
ask about and tell where a person is from  
use numbers to 30  
ask and tell the time of day  
recognize and respond to classroom instructions  
link subject pronouns with a person  
differentiate between tu and vous  
name classroom items  
link indefinite articles to a noun  
form plurals of nouns (regular)  
use the verb avoir to tell what someone has  
make negative statements (with avoir)

## Unit 2 Qu'est-ce qui te plaît?

Summary **Students learn to talk about what they and others like and don't like to do.**

Performance Indicators Students will be able to:  
Assessed in Unit  
exchange information about what they or another person likes to do  
exchange information about what they or another person does not like to do  
use -er verbs  
express agreement and disagreement (negative statements)  
use definite articles  
make questions using est-ce que

form plurals of irregular nouns  
connect ideas using conjunctions

### **Unit 3 Comment est ta famille?**

Summary **Students learn about family relationships and celebrations.**

Performance Students will be able to:  
Indicators name and describe family members, physical and personality characteristics  
Assessed use possessive indicators  
in Unit indicate possession using de and its contracted forms  
use the verb être to name or describe  
differentiate between c'est (to name) and il / elle est to describe  
make descriptive adjectives agree with a noun  
correctly place descriptive adjectives

### **Unit 4 Mon année scolaire**

Summary **Students learn to talk and write about their courses, and items in the classroom.**

Performance Students will be able to:  
Indicators exchange information about courses and teachers  
Assessed exchange information about items they need in the classroom  
in Unit describe items in the classroom (including color)  
compare the school day in the US and in Francophone countries  
compare attitudes in the US and in Hispanic countries regarding sports  
state the name of the day of the week  
use -re verbs to describe an action  
use verbs that require a spelling change

### **Unit 5 Le temps libre**

Summary **Students learn to talk and write about leisure activities and schedules, places they go and activities they do during free time. They learn to prepare and respond to invitations to participate in leisure activities.**

Performance Students will be able to:  
Indicators use the verb aller to ask and tell about where they go  
Assessed use the verb aller and an infinitive to talk about a future action (futur proche)  
in Unit describe the weather  
state the date  
ask and answer questions that request information  
express a recent past event (venir de)  
use adverbs to tell when, where, how and how often they do something  
use the verbs faire (to do) and venir (to come)

### **Unit 6 Bon appétit**

Summary **Students learn to talk and write about foods they like and don't like to eat for breakfast and lunch. They learn to order food in a restaurant and to talk about dining experiences.**

Performance Students will be able to:  
Indicators exchange information about foods they like or don't like  
Assessed order breakfast or lunch in a restaurant  
in Unit use -ir verbs in the present tense  
use the verbs prendre (to take), boire (to drink) and vouloir (to want)  
express commands  
exchange information about dining (at home or in a restaurant)  
use the partitive article (some)

### **Unit 7 On fait les magasins ?**

Summary **Students learn to name and describe clothing, accessories and sporting goods and to talk about shopping.**

Performance Indicators Assessed in Unit	Students will be able to: name and describe items of clothing, accessories and sporting goods converse in a clothing store on the topics of price, visual appeal and fit designate items close and at a distance converse on the topic of shopping talk about past actions (-er verbs and several irregular verbs) use the verb mettre (to put, put on) name parts of the body use the interrogative adjective quel (which)
<b>Unit 8 A la maison</b>	
Summary	<b>Students learn to describe the rooms and furniture in their house and household chores.</b>
Performance Indicators Assessed in Unit	Students will be able to: name and describe rooms and furniture in the house compare US and Francophone housing talk about household chores state familiar commands use the verbs pouvoir (to be able) and devoir (to have to) use certain -ir verbs (dormir, sortir) state the past tense of -ir and -re verbs state the past tense of verbs that require être make negative statements (never, no one, etc.) use verbs that require a spelling change (-yer)
<b>Unit 9 Allons en ville</b>	
Summary	<b>Students learn to plan their day, to ask and give directions, to ask for information and to make requests.</b>
Performance Indicators Assessed in Unit	Students will be able to: name and describe their daily activities name and describe buildings and services in the community ask for a give directions (for community tasks) ask for information make requests use the verbs voir (to see) and croire (to believe) use the verbs savoir and connaître (to know) use the verbs lire (to read), dire (to say), and écrire (to write) express commands (directions) make questions using inverted word order use the partitive article after quantities

## **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

## Grading of Formative Assessments

- Formative assessments will count 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.