



Welcome to the world of French language and culture. I will be using a method called Dynamic Language Acquisition which uses TPR (Total Physical Response) in combination with stories, music, poetry, and culture. This innovative method of student-friendly immersion is based on the idea that we learn a foreign language most easily and most thoroughly through activities that simulate the way we learn our native language.

The text we will be using in class is a curriculum I have been developing for more than 20 years. My goal is to help students master the basic French language skills and gain cultural awareness so they will be comfortable traveling to a French-speaking country. Each day, students will be acquiring not only vocabulary and expressions, but also important cultural information that will help them gain insights into the French way of life. The units include:

Unit I Bienvenue !

Students will begin by learning about French greetings and basic conversational expressions. They will choose French names and learn the alphabet to spell them. Basic actions and cognates, words that are like English, will be presented in the form of stories.

Unit II Allons au marché!

Students will learn about the basics of food shopping in France including small and large shops. Students will learn the systems for purchasing, the value of the Euro, how to converse with shop keepers. Students will review numbers, adjectives, colors, and basic French phrases.

Unit III Allons au café !

Students will learn how to order food in cafés, types of eating establishments (bistros, restaurants, salons de thé), and the variety of food and drinks in French-speaking countries. Students will research places to eat in Paris and create a story that takes place in a restaurant/café.

Unit IV Le temps et les saisons

Students will learn about traveling to and within French-speaking countries, weather, sports, seasons, and leisure activities. Students will complete an in-depth project about the regions of France.

Thematic Units Students will study various festivals and holidays that take place each year in France including: La Toussaint, Noël, Le Nouvel An (New Year), and Mardi Gras. They will learn vocabulary and conversational skills to talk about activities in and around each event.

GRADING

40% Reading and Writing Activities
10% Participation
25% Assessments
25% Projects

20/20

Très bien!



I incorporate music and film into each unit. Films include: *Monstre à Paris*, *Julie et Julia*, *Bon baisers de France* (French Kiss), *Cyrano de Bergerac*, and *Le Ballon Rouge* (the Red Balloon).

Each lesson presented is part of the whole process of learning the French language: listening speaking, reading and writing. Missing one class will put you two days behind. If you must miss class, I expect that you will check in on Google Classroom to get your assignments so you may complete them as quickly as possible.

Please be on time, prepared, respectful and positive during class meetings. We will follow Zoom protocols and procedures as set up by PAPA.

If you ever need any extra help, I am available by appointment. I am really looking forward to working with you as you begin your voyage into French language and culture.

Bonne chance et bon courage!

-Madame Sena

mforward@paparts.net



PAPA le français I

Madame Sena

Required materials:

- one 1 1/2 inch 3-ring binder,
- one spiral notebook (expressions de classe)
- 5 dividers,
- blank & lined paper
- colored pencils/markers
- pencil or pen



Please label your dividers :

- I. Les notes de classe
- II. Les activités écrites et la lecture
- III. Vocabulaire : Dictionnaire des illustrations
- IV. La culture : les chansons, la cuisine
- VI. Projets et compositions

In front of first divider :

Introduction Les phrases de classe et les expressions du jour



French I Course Standards

As students progress in the language acquisition process they will be able to perform tasks, which demonstrate their proficiency in the New Mexico Standards for Modern and Classical Languages.

Content Standard 1 - By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes.

Content Standard 2 - By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.

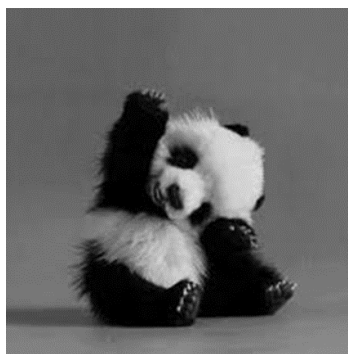
Content Standard 3 - Students will understand the relationship between language and culture.

Content Standard 4 - Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives.

Content Standard 5 - Students will understand how languages work.

Content Standard 6 - Students will use the languages studied to reinforce and expand knowledge of other disciplines.

Content Standard 7 - Students will use the language studied for personal enjoyment, personal enrichment, and employability.



The goal of my instruction is:

1. to expose students to as much comprehensible input (meaningful communication) in the target language as possible through having them listen and read.
2. to have the students acquire vocabulary and grammar by using them correctly in context in stories, and in activities where they can make comparisons.
3. to have students read as much of the target language as possible as a way of providing them with more comprehensible input. Students read simple teacher and student written stories, simplified literature, children's books, and authentic documents.