

World Language

French I Novice

4/25/08

Communications	Content
Definition: To obtain, understand, exchange and present information in the target language.	Definition: Understand and engage in what people do, when, where and how.
Questions: How do we trade thoughts? What if we couldn't? Interpersonal, Interpretive, Presentational	Questions: Why do people do what they do? Products, Perspectives, Practices
<p>Skills</p> <p>Listening</p> <ul style="list-style-type: none"> • Follow simple commands or direction. • Infer meaning from various sources. • Understand and identify main ideas and details of selected narratives and conversations from textbooks and other media sources on familiar topics. • Understand simple questions about personal information and other familiar topics. • Use information acquired from target language sources to make everyday decisions (e.g., using a weather forecast to make plans). <p>Speaking</p> <ul style="list-style-type: none"> • Ask appropriate questions to gather information. • Express and justify simple needs, wants and opinions. • Express appropriate emotions and feelings in response to what others say. • Give basic personal information about self and others. • Give simple commands to peers. • Provide simple yet detailed descriptions. • Respond to questions on familiar topics. • Use appropriate level of formality. <p>Reading</p> <ul style="list-style-type: none"> • Follow written instructions and directions. • Infer meaning from various texts. 	<p>Grammatical Structure</p> <ul style="list-style-type: none"> • Demonstrate a control of adjective placement and agreement. • Demonstrate a control of adverbs of frequency. • Demonstrate a control of avoir, être, aller, and other irregular verbs. (faire, prendre, pouvoir, vouloir, répondre). • Demonstrate a control of definite, indefinite and partitive articles. • Demonstrate a control of possessive adjectives. • Demonstrate a control of – er, some – ir verbs and some -re verbs. • Demonstrate a control of forming commands. • Demonstrate a control of forming contractions. • Demonstrate a control of forming questions. • Demonstrate a control of forming the negative. • Demonstrate a control of subject pronouns • Demonstrate a control of the future using aller + infinitive. • Identify the passé composé. • Demonstrate a control of the recent past (venir de)

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- Sequence events.
- Contextualize words and phrases.
- Understand and identify main ideas and details from selected authentic narratives and texts from textbooks and other media sources on familiar topics.
- Use information acquired from target language sources to make everyday decisions (e.g., using a newspaper to make plans, an ad to purchase items).

Writing

- Compose original poems, role-plays, conversations, etc.
- Create and exchange written communications and messages such as letters, notes and e-mails.
- Express needs, wants and opinions.
- Give simple commands and pose questions.
- Write paragraphs and essays on various familiar topics.

Vocabulary and Structure

- Associate sound and symbols in various combinations.
- Build a foundation of vocabulary, phrases and idiomatic expressions (eg. school, sports, activities, café, family, making plans, shopping)
- Develop acceptable intonation and pronunciation.
- Identify alphabet and sound symbol relationships.
- Understand and apply basic grammatical concepts (e.g., the concept of gender, word order, verb forms and tenses, agreement).
- Express needs and find out about others' needs.
- Make plans and arrange to meet someone.
- Greet and take leave of people.
- Extend and respond to invitations.

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Communities	Comparisons	Connections	Cultures
<p>Definition: Use the target language and participate in cultural activities.</p>	<p>Definition: Compare/contrast one's own language with the target language.</p>	<p>Definition: Connect target language and culture to other disciplines.</p>	<p>Definition: Understand and engage in what people do when, where how.</p>
<p>Questions: When will I ever use this language? Reaching others, Personal enrichment.</p>	<p>Questions: Why do people say and do things differently? Linguistic, Cultural</p>	<p>Questions: Why are we studying (math, science, art, etc.)? Isn't this a World Language class? To connect with: other content area unique and new perspectives</p>	<p>Questions: Why do people do what they do? Products, Perspectives, Practices</p>
<p>Careers ◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Participate in activities with Community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language to work with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).</p> <p>Personal Enrichment ◇ Develop ability to understand and use the target language and pursue individual interests through the target language</p>	<p>Cultural Comparisons</p> <ul style="list-style-type: none"> • Analyze and discuss how various events are/were covered in the media of both the target culture and the U.S. • Analyze similarities and differences between the political systems of the target and home cultures. • Compare common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture. • Compare major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion) with those from the student's own culture. • Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture. 	<p>◇ Explore a variety of topics in other disciplines such as:</p> <ul style="list-style-type: none"> • Social Studies/ Citizenship: Identifying & exploring information on selected target language countries and their peoples; labeling maps and identifying land forms, discussing the environment, analyzing current and historical events; discussing global issues (disease, poverty, world conflicts). • Arts and Literature: Learning about music, literature, film, cuisine, visual arts, dance. • Math: Converting currency, classifying data, organizing and analyzing information, graphing. 	<ul style="list-style-type: none"> • Analyze how people in the target culture view the role of the United States in the world arena. • Analyze social and geographic factors which affect cultural practices. • Compare and contrast regionalisms in the target language and culture. • Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles). • Explain and discuss aspects of the target culture which may be misunderstood by non- natives (e.g., customs, lifestyles, values). • Explore typical daily activities,

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<p>(e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.</p> <p>Reaching Others ◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring, mentoring younger students and assisting others. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and participate in exchange opportunities; and establish connections and communications with the target culture through travel, exchange programs and people in the community.</p>	<ul style="list-style-type: none"> • Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student’s own culture. • Compare themes and characters in age appropriate literature from the target culture with those of the home culture. • Compare typical daily activities and routines of members of the target language community (e.g., school, home, leisure) with those from the student’s own culture. • Compare ways people in the home and target cultures express universal themes (e.g., happiness, sorrow, humor, birth, death). • Compare well-known, contemporary people from the target culture (e.g., athletes, artists) with those from the student’s own culture. • Examine the influences of target cultures on the home culture and vice versa (e.g., salsa overtaking catsup as the #1 condiment in the U.S.). <p>Linguistic Comparisons</p> <ul style="list-style-type: none"> • Compare and contrast how words are interrelated across languages. • Compare and contrast word order in English and the target language. • Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement). • Compare how various linguistic elements are expressed in the target language and in English (e.g., subjunctive, idiomatic expressions, use/nonuse of pronouns). • Compare sound and writing systems of the target language with the student’s own. • Compare the elements of time and tense of the target language with similar linguistic 	<ul style="list-style-type: none"> • Science: Learning about the weather and the solar system; developing awareness of environmental issues. • Technology: Communicating through e-mail, using various forms of multimedia to practice the language and to present information, using the web for collecting information). • Reading/Language Arts: Reading historical and contemporary literature (such as short stories, novels and poems); using print media (such as the internet, periodicals and brochures/pamphlets) to learn about current events; using information to interpret, discuss, and respond to a wide variety of topics; learning reading strategies which can be applied in the classroom and across the entire curriculum. • Health/Fitness: Healthy eating habits, exercise (sports, games, dance); healthy lifestyle, (awareness of substance abuse); stress management. • Life Skills: Exploring career choices, discussing personal and household responsibilities, discussing character traits (such as trustworthiness, responsibility, caring); describing relationships (with family, friends, and peers); interpreting and following recipes. 	<p>routines, and patterns of behavior of members of the target language community (e.g., school, home, leisure).</p> <ul style="list-style-type: none"> • Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations). • Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members). • Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion). • Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles). • Identify well-known, contemporary people from the target culture (e.g., athletes, artists). • Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).
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	elements in English. <ul style="list-style-type: none">• Identify and use appropriately familiar/formal forms of language.• Identify and use cognates and loan words to derive meaning from oral and written texts.• Identify and use idiomatic expressions to derive meaning from oral and written texts.		
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