

French I

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills

MSBSD World Languages Content Standards**French I**

1.1 Listening - *Students listen to and derive meaning from a variety of World Language sources.*

Alaska World Languages Content Standard:
A student should be able to communicate in two or more languages, one of which is English

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.3 Reading - *Students read and derive meaning from a variety of materials written in a World Language.*

Alaska World Languages Content Standard:
A student should expand the students knowledge of peoples and cultures through language study

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

1.2 Speaking - *Students speak in a World Language for a variety of purposes and for a variety of audiences.*

Alaska World Languages Content Standard:
A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- the three interpersonal, presentational, and interpretive skills
- uses vocabulary, grammatical forms, and structures of the selected language of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

1.4 Writing - *Students write in a World Language for a variety of purposes and for diverse audiences.*

Alaska World Languages Content Standard:
A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Alaska World Languages Content Standard: A student should expand the students knowledge of peoples and cultures through language study.

A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

Essential Learning Results Levels I (Beginning)

MSBSD World Languages Content Standards

French I

Standard 1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level I student:

- comprehends common learned words, expressions, and cognates when hearing the World Language spoken
- selects language demonstrating comprehension of everyday conversations, including familiar situations, and simple instructions

Standard 1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level I student:

- recognizes cognates and commonly used expressions
- infers meaning of unfamiliar words and phrases from contexts
- demonstrates general comprehension of reading materials based on familiar vocabulary and situations
- recognizes cultural elements found in reading materials

Standard 1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level I student:

- uses learned basic pronunciation and intonation patterns
- uses learned vocabulary and phrases to speak in predictable, familiar situation
- expresses personal opinions and desires with learned phrases
- describes everyday topics using appropriate vocabulary and grammatical structures
- asks and answers simple questions

Standard 1.4 Writing- Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard a Level I student:

- writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures
- writes to obtain information from a variety of sources
- reports information to a variety of audiences
- proofreads and rewrites own work
- uses appropriate grammar, spelling, capitalization, and punctuation

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a Level I student:

- observes and identifies everyday cultural practices
- distinguishes similarities and differences among cultures
- uses culturally appropriate gestures and oral expressions
- listens to or reads materials in the language from the cultures being studied

**MSBSD World Languages
Course Outline**

French I

Course #6111 / 6211

Course Description:

French I introduces students to the specific foreign culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
 - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
 - 1.2 Speaking: Students speak for a variety of purposes and audiences
 - 1.3 Reading: Students read and derive meaning from a variety of written materials
 - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Adjectives:

- agreement
- placement
- possessive
- demonstrative
- interrogative

Idiomatic Expressions:

- avoir

Pronouns:

- subject

Nouns:

- number
- gender

Pronunciation:

- basic pronunciation and intonation

Adverbs:

- quantity
- ment endings

Key Concepts & Structures

Articles:

- definite
- indefinite

Prepositions &

Cognates

Sentence Structure:

- affirmative
- negative
- interrogative
- infinitive construction

Culture:

- Students know and are able to
- observe and identify everyday cultural practices
 - distinguish similarities and differences among cultures
 - use culturally appropriate gestures and oral expressions
 - listen to or read materials in the language from

Verbs:

- present tense
 - regular
 - irregular
- infinitive construction
 - near future
 - recent past
- imperative

Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Days, Months, Dates, & Time
6. Family
7. Foods & Beverages
8. Greetings, Farewells, & Personal Information
9. Numbers
10. Places & Locations
11. Seasons & Weather

Student self-assessment:

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- 1.1 *Listening:* Can I understand French when I
- 1.2 *Speaking:* Can I speak French with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in French?
- 1.4 *Writing:* Can I share my knowledge of French speaking cultures?

Alphabet:

- Knowledge and use of the alphabet to understand and communicate spelling
- *Connecting Topics:* All topics
- *Culture:* Distinguishing characteristics of the writing system

Classroom Objects:

- * Names, colors, size of classroom objects
- *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates, & Times; Numbers, Places & Locations
- *Culture:* Personal Supplies

Clothing:

- * Different types of clothing
- * Shopping
- * Color and cost
- * Appropriate times to wear certain clothes
- *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates, & Times; Family; Numbers, Places & Locations
- *Culture:* Clothing in the culture

Colors:

- * Description of objects
- * Preferences
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates, & Times; Family; Foods & Beverages; Numbers, Places & Locations
- *Culture:* Color in the culture; Fashion

Daily Activities:

- * Students' daily activities
- *Connecting Topics:* All Topics
- *Culture:* Sports

Days, Months, Dates, and Times:

- * Names of the days of the week and the months of the year
- * Dates of events, holidays, activities, & celebrations
- *Connecting Topics:* All topics
- *Culture:* Appropriate food and drink during certain seasons, holidays, & occasions

French I

Learning Experiences & Performance Indicators

Using presentational interpretive and intrapersonal skills students will be able to understand and communicate through **listening, speaking, reading, and writing** their knowledge of these topics in the appropriate context of **culture**

Family:

- * Description of immediate family
- *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates, & Times; Foods & Beverages; Greetings; Farewells & Personal Information; Numbers, Places & Locations
- *Culture:* Importance of the family and family events

Food & Beverages:

- * Common foods and beverages
- * Basic opinions
- *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates, & Times; Family; Numbers, Places & Locations; Seasons & Weather
- *Culture:* Specific foods & the occasions on which they are consumed; ordering and paying in restaurants

Greetings, Farewells & Personal Information:

- * Types of greetings
- * Exchange of appropriate personal information
- * Types of farewells
- *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- *Culture:* Appropriate gestures & forms of address used

Numbers:

- * 0-100
- * Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- *Culture:* Visits to places and location for business and pleasure

Places & Locations:

- * Common building names, e.g. library, museum, store, station
- * Common geographic works, e.g. lake, mountain, park, state, country
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- *Culture:* Visits to places and location for business and pleasure

Seasons & Weather:

- * Names of seasons
- * Different kinds of weather
- *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers
- *Culture:* Visits to places and location for business and pleasure

French I Performance Indicators

| Topic | Communication | Culture |
|-------------------------------|--|---|
| Alphabet | <ul style="list-style-type: none"> • Uses the French alphabet and marking system to pronounce, understand and spell words | <ul style="list-style-type: none"> • Distinguishes the characteristics of the French writing system |
| Classroom Objects | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information related to the classroom objects using name, color, and size | <ul style="list-style-type: none"> • Describes personal supplies used in the classroom |
| Clothing | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities | <ul style="list-style-type: none"> • Explains the influence of culture on clothing choices |
| Colors | <ul style="list-style-type: none"> • Uses color to describe objects and present information regarding likes and dislikes | <ul style="list-style-type: none"> • Describes the use of color in the culture |
| Daily Activities | <ul style="list-style-type: none"> • Listens, speaks, reads, and writes about daily activities • Exchanges, interprets, and presents information related to the daily activities of other | <ul style="list-style-type: none"> • Identifies and describes typical leisure time activities in French speaking countries |
| Days, Months, Dates, and Time | <ul style="list-style-type: none"> • Interprets, speaks, reads, and writes the names of the days of the week and the months of the year • Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations | <ul style="list-style-type: none"> • Describes appropriate food and drink during certain seasons, holidays, and occasions |
| Family | <ul style="list-style-type: none"> • Exchanges information about the immediate family | <ul style="list-style-type: none"> • Explains the importance of family and family events in a French speaking country |

French I Performance Indicators (continued)

| Topic | Communication | Culture |
|--|---|---|
| Food & Beverages | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information about common foods and beverages • Describes food likes and dislikes • Describes eating customs and food groups | <ul style="list-style-type: none"> • Identifies typical food items from French speaking cultures and special events in which they may be consumed • Describes how to order and pay in restaurants |
| Greetings, Farewells, and Personal Information | <ul style="list-style-type: none"> • Describes, Interprets, and engages in a variety of greetings • Exchanges personal information about self • Describes, interprets, and engaging in a variety of farewells | <ul style="list-style-type: none"> • Describes appropriate cultural forms of address (formal and informal) and gestures |
| Numbers | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age | <ul style="list-style-type: none"> • Uses the Metric and English system • Describes the currency system in French speaking countries and exchange rates |
| Places and Locations | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information about common building names including library, museum, store, and station • Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country | <ul style="list-style-type: none"> • Identifies and describes typical places for visits and locations for business in a French speaking country |
| Seasons and Weather | <ul style="list-style-type: none"> • Names and describes the seasons in the context of weather | <ul style="list-style-type: none"> • Compares seasons and weather in French speaking cultures to one's own • Describes holidays and their activities in each season |