

World Languages

French

Grade 7

Immersion Level

French Immersion world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of French Immersion a student's proficiency level may range from Novice Low to Novice Mid.

The French Immersion program is designed to be relevant to the needs and interests of the students in order to develop an appreciation of the value of "lifelong" learning as well as mastery of the French Immersion curriculum. Major emphasis is on daily participation with the focus on active involvement. Learning is a social process that can occur naturally in collaborative activities.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Greet and leave people in a polite way.
 - b. Exchange basic information about self and others.
 - c. Exchange basic information about their everyday lives.
 - d. Give and respond to directions.
 - e. Respond to personal questions and express personal views and preferences.
 - f. Describe recent past, present, and immediate future plans and activities.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the present tense.
 - a. Identify main characters, themes, and ideas from narrative text.
 - b. Recognize words, phrases and simple sentences in an informational text.
 - c. Interpret visual and auditory cues.
 - d. Recognize words and phrases in oral texts
 - i. Understanding the discriminations of sounds, words, and grammatical forms.
 - ii. Taking short dictation.
 - e. Comprehend brief written directions and information.
 - i. Collecting information.
 - ii. Using commands.
 - iii. Recognizing cognates and root words / derivatives.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Present basic information orally and in writing.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or rhymes.
 - e. Write journals incorporating personal content.

Examples: likes, dislikes, family relationships, physical descriptions of friends and family.
 - f. Memorize and present skits, dialogues, proverbs, short poems, and songs.

Culture

4. Identify practices of the target cultures.
 - a. Use basic appropriate gestures in common interactions.
 - b. Identify behaviors in a variety of environments.
 - c. Demonstrate awareness of selected cultural practices in a variety of social situations. Ex. typical activities, events, and celebrations of the target cultures.
5. Identify products of the target cultures.
 - a. Recognize arts, crafts, or graphic representations of the target culture.
 - b. Identify the cultural elements found in music and short video clips.
 - c. Listen to, read, and identify the products from the target culture.
6. Recognize Francophone countries and regions.
 - a. Identify geographic and political features of France.
 - b. Acquire information and recognize distinctive viewpoints that are only available through the French language and culture.

Connections

7. Connect with other disciplines while using the target language.
 - a. Use math skills to convert English measurements to metric system and to convert currencies.
 - b. Locate cities, states, and countries where the target language is spoken.
 - c. Describe weather in different locations around the world.
 - d. Identify sports and leisure activities in the target culture.
8. Connect with information related to diverse perspectives in the target culture.
 - a. Recognize the similarities and differences between words.
 - b. Explore authentic websites and materials to interpret topics.

Comparisons

9. Compare characteristics of the target language and the native language.
 - a. Observe formal and informal forms of language.
 - b. Identify word order for dates and placement of descriptors.
 - c. Identify high-frequency idiomatic expressions.
 - d. Identify cognates.

10. Compare products, practices, and perspectives of the target culture and the native culture.
 - a. Compare daily routines in the target culture and the native culture.
 - b. Compare celebrations, holidays, and family relationships in the target culture and the native culture.
 - c. Art, games, stories, songs, and rhymes from the native culture and those from the target culture.

Communities

11. Communicate using the target language within the classroom and globally.
 - a. Communicate with speakers of the target language in person or virtually.
 - b. Identify professions that utilize the target language.
 - c. Identify nationalities that utilize the target language.

12. Identify opportunities to use the target language and its cultural skills beyond the classroom environment.
 - a. Plan real or imaginary travel.
 - b. Attend or view cultural events in person or virtually.
 - c. View videos and films representative of the Francophone culture.
 - d. Read periodicals, newspapers, films, plays, books, websites, and other media.

World Languages

French

Grades 8 – 12

Level 1

Level I world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student's proficiency level may range from Novice Mid to Novice High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Greet and leave people in a polite way.
 - b. Exchange basic information about self and others.
 - c. Exchange basic information about their everyday lives.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the present tense.
 - a. Identify main characters, themes, and ideas from narrative text.
 - b. Recognize words, phrases and simple sentences in an informational text.
 - c. Interpret visual and auditory cues.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Present basic information orally and in writing.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or rhymes.

Culture

4. Identify practices of the target cultures.
 - a. Use basic appropriate gestures in common interactions.
 - b. Identify behaviors in a variety of environments.
 - c. Identify typical activities, events, and celebrations of the target cultures.
5. Identify products of the target cultures.

- a. Recognize arts, crafts, or graphic representations of the target culture.
- b. Identify the cultural elements found in music and short video clips.
- c. Listen to, read, and identify the products from the target culture.

Connections

6. Connect with other disciplines while using the target language.
 - a. Recognize the difference between English measurements and the metric system for converting currencies.
 - b. Locate cities, states, and countries where the target language is spoken.
 - c. Describe weather in different locations around the world.
7. Interpret information related to diverse perspectives in the target culture.
 - a. Exchange ideas on various audio and visual documents to interpret content.
 - b. Explore authentic websites and materials to interpret topics.

Comparisons

8. Compare characteristics of the target language and the native language.
 - a. Compare formal and informal forms of language.
 - b. Compare word order for dates and placement of descriptors.
 - c. Identify cognates.
9. Compare products, practices, and perspectives of the target culture and the native culture.
 - a. Compare daily routines in the target culture and the native culture.
 - b. Compare celebrations, holidays, and family gatherings in the target culture and the native culture.
 - c. Compare games, stories, songs, idiomatic expressions, and rhymes from the native culture and those of the target culture.
 - d. Compare art forms of target culture to those of the native culture.
 - e. Compare geographical features of target culture and the native culture.
 - f. Compare the products of target culture and those of the native culture.

Communities

10. Communicate using the target language within the classroom and globally.
 - a. Communicate with speakers of the target language in person or virtually.
 - b. Identify professions that utilize the target language.
 - c. Identify nationalities that utilize the target language.
11. Identify opportunities to use the target language beyond the classroom environment.
 - a. Plan real or imaginary travel.
 - b. Attend or view cultural events in person or virtually.

World Languages
French
Grades 8 – 12
Level 1 Advanced

While the standards in regular and advanced classes are the same, students in advanced-level classes will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in advanced classes are often required to complete more work outside of class than in a regular class. Assessments will be more complex and will require that the student make connections and organize thoughts more efficiently. Upon completion of Level I Advanced, a student's proficiency level may range from Novice Mid to Novice High.

World Languages

French

Grades 9 – 12

Level II

Level II world languages content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into other cultures as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Use the language to meet basic survival needs.
 - b. Participate in conversations on familiar topics using a variety of phrases and simple sentences.
 - c. Ask and answer questions on factual information.
 - d. Narrate incidents in the past time frame.
 - e. Describe activities and personal preferences in the past time frame.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the past tense.
 - a. Restate information from audio and visual documents in the target language.
 - b. Locate key information from announcements and messages connected to daily activities in the target culture.
 - c. Relate the main themes and significant details on topics from other subjects and products of the cultures.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Present basic information about people and activities.
 - b. Recite songs, short skits, or dramatic readings.

Culture

4. Identify perspectives through practices of the target cultures.
 - a. Use appropriate gestures in common interactions.
 - b. Describe behaviors in a variety of environments.
 - c. Describe perspectives related to celebration of traditional religious and national holidays.

5. Identify perspectives through products of the target cultures.
 - a. Describe products of the target culture.
 - b. Describe arts, crafts, or graphic representations of the target culture.
 - c. Describe the cultural elements found in music and short video clips.
 - d. Listen to, read, and describe the products in a variety of texts.

Connections

6. Connect with other disciplines while using the target language, utilizing the past time frame.
 - a. Exchange information on patterns of behavior typical of their peer group in the target culture.
 - b. Examine authentic materials containing current events, social announcements, and classified ads.
7. Describe information related to diverse perspectives in the target culture.
 - a. Exchange ideas on various audio and visual documents to interpret content.
 - b. Identify the main idea of information from authentic websites and materials to interpret topics.

Comparisons

8. Compare characteristics of the target language and the native language.
 - a. Use formal and informal forms of language.
 - b. Compare word order for dates and placement of descriptors.
 - c. Use high-frequency idiomatic expressions.
 - d. Use cognates.
9. Compare products, practices, and perspectives of the target culture and the native culture.
 - a. Compare daily routines in the target culture and the native culture.
 - b. Compare celebrations in the target culture and the native culture.
 - c. Compare games, stories, songs, and rhymes from the native culture and those from the target culture.

Communities

10. Interact using the target language within the classroom and globally.
 - a. Interact with speakers of the target language in person or virtually.
11. Describe opportunities to use the target language beyond the classroom environment.
 - a. Participate in student exchange opportunities locally, globally, or virtually.
 - b. Explore the internet to find sites of personal interest where they can use the target language.

World Languages

French

Grades 9 – 12

Level II Advanced

While the standards in regular and advanced classes are the same, students in advanced-level classes will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in advanced classes are often required to complete more work outside of class than in a regular class. Assessments will be more complex and will require that the student make connections and organize thoughts more efficiently. Upon completion of Level II Advanced, a student's proficiency level may range from Novice High to Intermediate Low.

World Languages

French

Grades 10 – 12

Level III

Level III world languages content standards focus on continuing the development of communicative competence in the target language and on building a deeper understanding of the cultures of those who speak the language. Students are able to use basic language structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of the language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

Students can:

Communication

Interpersonal Mode

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.
 - a. Exchange basic information about self, others, and special interests.
 - b. Ask for and provide information on familiar topics.
 - c. Use language to handle tasks related to personal needs.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics in a variety of time frames.
 - a. Describe main ideas, identify characters, and state details found in a variety of informational and literary texts.
 - b. Use background knowledge to understand spoken and written information in the target language.

Presentational Mode

3. Present information on familiar topics in a variety of time frames using varied vocabulary and more complex sentence structure.
 - a. Express needs, wants, and preferences.
 - b. Present information based on topics of interest or personal experiences.
 - c. Give oral presentations using a variety of formats.

Culture

4. Investigate perspectives through practices of the target cultures.
 - a. Examine how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar environments.
 - c. Participate in hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
 - a. Explain the importance of products of the target culture.
 - b. Explain arts, crafts, or graphic representations of the target culture.

- c. Explain the cultural elements of music and short video clips.
- d. Listen to, read, and explain the purpose of products from a target culture.

Connections

- 6. Connect with other disciplines while using the target language in a variety of time frames.
 - a. Compare characteristics of countries where target language is spoken.
 - b. Present information on topics across disciplines.
 - c. Describe the importance of influential figures from the target culture, past and present.
- 7. Acquire information related to diverse perspectives in the target culture.
 - a. Compare how current events are reported in target culture and locally.
 - b. Compare advertisements from target culture and local media.

Comparisons

- 8. Compare characteristics of the target language and the native language in a variety of time frames.
 - a. Compare idiomatic expressions of the target language and the native language.
 - b. Compare formal and informal registers of language.
 - c. Compare the use of different time frames in the target and native cultures.
 - d. Make connections between target language and native language based on knowledge of cognates.
- 9. Compare products, practices and perspectives of the target culture and the native culture in a variety of time frames.
 - a. Compare activities and events of the target culture to the native culture.
 - b. Compare cultural practices in the target culture to the native culture.

Communities

- 10. Interact using the target language within the classroom and globally in a variety of time frames.
 - a. Exchange information with speakers of the target language in person or virtually.
 - b. Identify skills necessary to enter different professional fields.
 - c. Simulate interactions that would occur in the target culture.
- 11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames.
 - a. Investigate authentic materials to learn more about topics studied in class.
 - b. Explore the internet to find authentic websites on current events.
 - c. Plan a school event which promotes the target culture.

World Languages
French
Grades 10 – 12
Level III Advanced

While the standards in regular and advanced classes are the same, students in advanced-level classes will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in advanced classes are often required to complete more work outside of class than in a regular class. Assessments will be more complex and will require that the student make connections and organize thoughts more efficiently. Upon completion of Level III Advanced, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

World Languages

French

Grades 10 – 12

Level IV

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
 - a. Initiate, maintain, and conclude a conversation on various topics.
 - b. Use the target language to communicate about subjects of particular interest to students.
 - c. Use the target language to handle tasks that may contain a complication.

Interpretive Mode

2. Interpret, restate, and react to what is heard, read, or viewed on familiar and new topics.
 - a. Give main ideas, supporting details, and justify inferences in selected texts.
 - b. Identify themes, settings, characters, and plot lines found in literary texts.
 - c. Use background knowledge from other disciplines to understand spoken and written information in the target language.

Presentational Mode

3. Present information on familiar and new topics in various time frames and aspects using varied vocabulary and more complex sentence structure.
 - a. Express needs, wants and preferences with supporting reasons.
 - b. Present information on academic and work-related topics.
 - c. Present information about common age-appropriate issues.

Culture

4. Investigate perspectives through practices of the target cultures.
 - a. Explain how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar and unfamiliar environments.
 - c. Plan hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
 - a. Analyze the importance of products of the target culture, related to arts, crafts, and graphic representations.
 - b. Analyze the cultural elements of music and short video clips.

Connections

6. Connect with other disciplines while using the target language in a variety of time frames and moods.
 - a. Explain characteristics of countries where target language is spoken.
 - b. Present information on topics across disciplines in a variety of time frames and moods.
 - c. Explain the importance of influential figures from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture in a variety of time frames and moods.
 - a. Explain how current events are reported in target culture and at home.
 - b. Compare and contrast advertisements from target culture and local media.
 - c. Explain the importance of influential figures from the perspective of the target culture.

Comparisons

8. Compare characteristics of the target language and the native language in a variety of time frames and moods.
 - a. Explain idiomatic expressions appropriately.
 - b. Compare and contrast formal and informal registers of language.
9. Compare products, practices, and perspectives of the target culture and the native culture in a variety of time frames and moods.
 - a. Compare and contrast personal experiences of the target culture to the native culture.
 - b. Explain cultural practices in the target culture.
 - c. Compare products in the target culture to the native culture.

Communities

10. Interact using the target language within the classroom and globally in a variety of time frames and moods.
 - a. Exchange information with speakers of the target language in person or virtually in a variety of time frames and moods.
 - b. Simulate interactions and personal experiences that would occur in the target culture.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames and moods.
 - a. Analyze authentic materials to learn more about topics studied in class.
 - b. Explore the internet to find authentic websites of current events and cultural interests.
 - c. Plan a community event which promotes the target culture.

World Languages
French
Grades 10 – 12
Level IV Advanced

While the standards in regular and advanced classes are the same, students in advanced-level classes will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in advanced classes are often required to complete more work outside of class than in a regular class. Assessments will be more complex and will require that the student make connections and organize thoughts more efficiently. Upon completion of Level IV Advanced, a student's proficiency level may range from Intermediate Mid to Intermediate High.

World Languages

French

Grades 11 – 12

Level V

Level V world languages content standards require students to study increasingly complex features of the language and to comprehend more abstract concepts and topics related to the target language and culture. Students are introduced to various documents that employ a greater variety of language and expanded cultural references. They are able to understand materials presented on diverse topics related to their everyday life as well as contemporary life in the target culture. Upon completion of Level V, a student's proficiency level may reach Intermediate High.

Students can:

Communication

Interpersonal

1. Communicate and share on familiar and new topics in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Talk about daily activities and personal preferences in various time frames and moods using varied vocabulary and more complex sentence structure.
 - b. Complete a task that requires multiple steps.
 - c. Exchange information about areas of mutual interest.

Interpretive

2. Understand the main idea and a few details in texts on a variety of topics related to everyday life and personal interests in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Relate main themes and significant details in ads, reports, or announcements presented on TV, radio, video, or in live presentations.
 - b. Describe the main themes and significant details on topics found in print media.
 - c. Follow short instructions to complete a task.

Presentational

3. Present information on a wide variety of both familiar and new topics using varied vocabulary and more complex sentence structure in various time frames and moods.
 - a. Present information about personal and social events, experiences, and activities.
 - b. Present information on a topic studied or researched.
 - c. Present points of view and provide reasons to support them.

Culture

4. Analyze perspectives through practices of the target cultures.
 - a. Analyze how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through simulated real-world situations in a variety of familiar and unfamiliar environments.
 - c. Design hands-on activities related to cultural practices.

5. Analyze perspectives through products of the target cultures.
 - a. Analyze the importance of products of the target culture, related to government, education, religion, and economics.
 - b. Interact with music and short video clips.
 - c. Listen to, read, and analyze the function of products used in selected texts.

Connections

6. Connect with other disciplines in the target language using complex sentence structure in a variety of time frames and aspects.
 - a. Write a critical analysis of audio or visual media.
 - b. Report on contributions of the culture in science, government, or medicine.
 - c. Describe the importance of historical events from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture using varied vocabulary and more complex sentence structure.
 - a. Evaluate the importance of current events in target culture.
 - b. Present a concept studied in another academic subject.
 - c. Debate global issues as represented in target language news sources.

Comparisons

8. Compare characteristics of the target language and the native language using complex sentence structure in a variety of time frames and aspects.
 - a. Compare choice and use of prepositions.
 - b. Analyze elements of the target language related to time and tense.
 - c. Compare the writing system of the target language and the native language.
9. Compare products, practices, and perspectives of the target culture and the native culture using varied vocabulary and more complex sentence structure.
 - a. Compare and contrast customs and traditions of the target culture to the native culture.
 - b. Compare and contrast behaviors related to health and wellness.
 - c. Compare and contrast the importance placed on individual needs versus community needs.

Communities

10. Interact using the target language within and beyond the classroom using complex sentence structure.
 - a. Use community resources to research a topic related to culture and/or language study.
 - b. Write and illustrate stories to present to others.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of contexts.
 - a. Research target language resources for personal enrichment and entertainment.
 - b. Create or join school, community, or international groups that organize cultural events and/or social activities.
 - c. Explore the internet to find sites of personal interest where they can use the target language to maintain and increase communication skills.