

**UNIT OVERVIEW:** Students will meet the curricular goals and objectives by:

- Responding to and initiating greetings and farewells
- Introducing and talking about self, family, and friends
- Saying where he or she is from
- Asking how others are and telling them how he or she is
- Talking about his or her nationality and the nationalities of others
- Spelling and providing names
- Using the numbers 0 to 99 to count and to provide phone numbers
- Telling time
- Finding out when something takes place and using the calendar to talk about dates
- Talking about the weather and seasons
- Finding out and telling time, talking about schedules, and distinguishing between AM and PM
- Talking about being hungry and thirsty
- Ordering and paying for snacks and beverages in a café.

**STANDARD 1.0: COMMUNICATION    Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students engage in brief exchanges about personal interests in the target language.

**Objectives** In the target language, students will be able to:

- a.** Ask and answer simple questions related to family and self.
- b.** Exchange personal preferences, emotions, and opinions.
- c.** Express personal needs.
- d.** Ask for repetition and repeat to ensure understanding.
- e.** Exchange brief messages, emails, postcards, and letters.
- f.** Give and follow simple directions.

**Goal 1.2 Interpretive**

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

**Indicator:** Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Objectives** In the target language, students will be able to:

- a.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.

- b.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- c.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of a wide variety of topics in the target language.

**Indicator:** Students make short presentations and write simple communications on very familiar topics in the target language.

**Objectives** In the target language, students will be able to:

- a.** Write and deliver short descriptions about very familiar topics of personal interest.
- b.** Tell or write a brief story, journal entry, or blog.
- c.** Present songs, short poems, impromptu skits, or dialogues.

## **STANDARD 2.0: CULTURE    Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students identify and describe practices and perspectives of the cultures studied.

**Objectives** Students will be able to:

- a.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- b.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- c.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- d.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students identify and describe the products within the cultures studied.

**Objectives** Students will be able to:

- a.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- b.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- c.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

- d.** Identify countries, regions, and geographic features where the target language is spoken.

**STANDARD 3.0: CONNECTIONS    Connect with other disciplines and acquire information.**

**Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives** Students will be able to:

- a.** Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- b.** Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

**Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students examine various topics from the perspectives of cultures where the language is spoken.

**Objectives** Students will be able to:

- a.** Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- b.** Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

**STANDARD 4.0: COMPARISONS    Develop insight into the nature of language and culture.**

**Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives** Students will be able to:

- a.** Compare basic grammatical structures between the target language and English.
- b.** Compare and use the sound-symbol association between the target language and English.
- c.** Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- d.** Compare and identify the use of idiomatic expressions between the target language and English.

- e. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

#### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:

- a. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- b. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

### **STANDARD 5.0: COMMUNITIES    Participate in multilingual communities at home and around the world.**

#### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:

- a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- b. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- c. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language- related field trips).

#### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- a. Participate in activities to learn more about languages and cultures through various media.
- b. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

## LANGUAGE STRUCTURES

### Goal 1.0 Control of Language Structures

Students will control language by applying select language structures orally and in writing in the target language.

**Objectives** – Students will be able to:

- a.** Apply the correct abbreviations of **M.**, **Mme**, and **Mlle**.
- b.** Apply agreement rules for gender of nouns referring to people and their modifiers (**le**, **la**, **l'**, **un**, **une**).
- c.** Apply **Je suis** and **Tu es** correctly.
- d.** Apply agreement rules for gender of nouns and adjectives.
- e.** Apply **il est/elle est** correctly.
- f.** Apply the pattern **le** + number + month to express the date.
- g.** Use the expression **avoir . . . ans** correctly with **je**, **tu**, and **il/elle**.
- h.** Use **mon**, **ma**, **ton**, **ta** correctly in showing possession.
- i.** Use subject pronouns **il** and **elle** to mean “it”.

**UNIT OVERVIEW:** Students will meet the curricular goals and objectives by:

- Talking about what they want, would like, and does not want to do
- Saying what they like and doesn't like to do
- Talking about where people are
- Inviting friends to do things
- Accepting and declining invitations
- Talking about school subjects and schedules
- Talking about the classroom and using classroom expressions
- Saying how well, how often, and when something is done
- Asking about and describing other people and their personalities
- Talking about and describing everyday objects
- Describing a bedroom.

**STANDARD 1.0: COMMUNICATION** Communicate in languages other than English.

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students engage in brief exchanges about personal interests in the target language.

**Objectives** In the target language, students will be able to:

- g.** Ask and answer simple questions related to family and self.
- h.** Exchange personal preferences, emotions, and opinions.
- i.** Express personal needs.
- j.** Ask for repetition and repeat to ensure understanding.
- k.** Exchange brief messages, emails, postcards, and letters.
- l.** Give and follow simple directions.

**Goal 1.2 Interpretive**

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

**Indicator:** Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Objectives** In the target language, students will be able to:

- d.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.
- e.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- f.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of a wide variety of topics in the target language.

**Indicator:** Students make short presentations and write simple communications on very familiar topics in the target language.

**Objectives** In the target language, students will be able to:

- d.** Write and deliver short descriptions about very familiar topics of personal interest.
- e.** Tell or write a brief story, journal entry, or blog.
- f.** Present songs, short poems, impromptu skits, or dialogues.

## **STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students identify and describe practices and perspectives of the cultures studied.

**Objectives** Students will be able to:

- e.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- f.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- g.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- h.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students identify and describe the products within the cultures studied.

**Objectives** Students will be able to:

- e.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- f.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- g.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
- h.** Identify countries, regions, and geographic features where the target language is spoken.

**STANDARD 3.0: CONNECTIONS**    **Connect with other disciplines and acquire information.**

**Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives** Students will be able to:

- c.** Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- d.** Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

**Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students examine various topics from the perspectives of cultures where the language is spoken.

**Objectives** Students will be able to:

- c.** Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- d.** Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

**STANDARD 4.0: COMPARISONS**    **Develop insight into the nature of language and culture.**

**Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives** Students will be able to:

- f.** Compare basic grammatical structures between the target language and English.
- g.** Compare and use the sound-symbol association between the target language and English.
- h.** Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- i.** Compare and identify the use of idiomatic expressions between the target language and English.
- j.** Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.



## **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:

- c.** Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- d.** Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

## **STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:

- d.** Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- e.** Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- f.** Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- d.** Participate in activities to learn more about languages and cultures through various media.
- e.** Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- f.** Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

## LANGUAGE STRUCTURES

### Goal 1.0 Control of Language Structures

Students will control language by applying select language structures orally and in writing in the target language.

**Objectives** – Students will be able to:

- a.** Use the structure verb + infinitive
- b.** Use the expressions **avoir faim** and **avoir soif** with **je** and **tu**.
- c.** Use the subject pronouns **il** and **elle** to mean “it”.
- d.** Apply the correct form of the present tense of **–er** verbs.
- e.** Use the subject pronouns correctly.
- f.** Apply the correct form of the present tense of **faire**, **être**, and **avoir**.
- g.** Use the correct negative structure **ne . . . pas**.
- h.** Apply appropriate interrogative structures, including inversion.
- i.** Use the correct conjunctions: **et**, **ou**, and **mais**.
- j.** Use the correct adverbs: **beaucoup**, **un peu**, **rarement**, **maintenant**, **souvent**, **toujours**, **bien**, **très bien**, **mal**, and **aussi**.

**UNIT OVERVIEW:** Students will meet the curricular goals and objectives by:

- Talking about animals and describing their colors
- Expressing basic opinions
- Talking about where things are located
- Discussing where they live
- Accepting and declining invitations
- Describing a city, its buildings, and places of interest
- Asking for, giving and following directions in a city
- Discussing where he or she goes during the week and on the weekend
- Talking about future plans
- Talking about where they are coming from
- Locating places on a city map
- Discussing the cultural significance of street names in typical French cities
- Talking about how they get around in town
- Extending, accepting, and declining invitations to go places and do activities in town
- Describing their family and how people are related
- Describing peoples' personalities and nationalities.

**STANDARD 1.0: COMMUNICATION    Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students engage in brief exchanges about personal interests in the target language.

**Objectives** In the target language, students will be able to:

- m.** Ask and answer simple questions related to family and self.
- n.** Exchange personal preferences, emotions, and opinions.
- o.** Express personal needs.
- p.** Ask for repetition and repeat to ensure understanding.
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**Goal 1.2 Interpretive**

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

**Indicator:** Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Objectives** In the target language, students will be able to:

- g.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.

- h.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- i.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of a wide variety of topics in the target language.

**Indicator:** Students make short presentations and write simple communications on very familiar topics in the target language.

**Objectives** In the target language, students will be able to:

- g.** Write and deliver short descriptions about very familiar topics of personal interest.
- h.** Tell or write a brief story, journal entry, or blog.
- i.** Present songs, short poems, impromptu skits, or dialogues.

## **STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students identify and describe practices and perspectives of the cultures studied.

**Objectives** Students will be able to:

- i.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- j.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- k.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- l.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students identify and describe the products within the cultures studied.

**Objectives** Students will be able to:

- i.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- j.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- k.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

1. Identify countries, regions, and geographic features where the target language is spoken.

**STANDARD 3.0: CONNECTIONS**    **Connect with other disciplines and acquire information.**

**Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives** Students will be able to:

- e. Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- f. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

**Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students examine various topics from the perspectives of cultures where the language is spoken.

**Objectives** Students will be able to:

- e. Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- f. Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

**STANDARD 4.0: COMPARISONS**    **Develop insight into the nature of language and culture.**

**Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives** Students will be able to:

- k. Compare basic grammatical structures between the target language and English.
- l. Compare and use the sound-symbol association between the target language and English.
- m. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- n. Compare and identify the use of idiomatic expressions between the target language and English.

- o. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

#### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:

- e. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- f. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

### **STANDARD 5.0: COMMUNITIES    Participate in multilingual communities at home and around the world.**

#### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:

- g. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- h. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
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#### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- g. Participate in activities to learn more about languages and cultures through various media.
- h. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- i. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

## LANGUAGE STRUCTURES

### Goal 1.0 Control of Language Structures

Students will control language by applying select language structures orally and in writing in the target language.

**Objectives** – Students will be able to:

- a.** Apply agreement and placement rules for adjectives.
- b.** Use the expressions **il y a** and **il n’y a pas de**.
- c.** Replace names of people with corresponding subject pronouns **il, elle, ils, elles**.
- d.** Replace the names of objects with the corresponding subject pronouns (**il, elle**).
- e.** Differentiate between the use of **c’est** and **il/elle est**.
- f.** Apply the correct form of the present tense of **aller**.
- g.** Apply the correct form of the present tense of **venir**.
- h.** Use the correct contractions with **à** and **de** and **le, la, les, l’**.
- i.** Apply the preposition **chez** with people and the appropriate stress pronouns.
- j.** Express possession with **de** and all possessive adjectives.
- k.** Apply the correct near future using the verb **aller + infinitive**.

**UNIT OVERVIEW:** Students will meet the curricular goals and objectives by:

- Talking about clothing
- Shopping for clothing
- Discussing different styles of clothing
- Asking about prices
- Indicating what people prefer and what people are buying
- Describing people and things
- Expressing comparisons
- Discussing money.

**STANDARD 1.0: COMMUNICATION** Communicate in languages other than English.

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students engage in brief exchanges about personal interests in the target language.

**Objectives** In the target language, students will be able to:

- s.** Ask and answer simple questions related to family and self.
- t.** Exchange personal preferences, emotions, and opinions.
- u.** Express personal needs.
- v.** Ask for repetition and repeat to ensure understanding.
- w.** Exchange brief messages, emails, postcards, and letters.
- x.** Give and follow simple directions.

**Goal 1.2 Interpretive**

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

**Indicator:** Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Objectives** In the target language, students will be able to:

- j.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.
- k.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- l.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.



### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of a wide variety of topics in the target language.

**Indicator:** Students make short presentations and write simple communications on very familiar topics in the target language.

**Objectives** In the target language, students will be able to:

- j.** Write and deliver short descriptions about very familiar topics of personal interest.
- k.** Tell or write a brief story, journal entry, or blog.
- l.** Present songs, short poems, impromptu skits, or dialogues.

## **STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students identify and describe practices and perspectives of the cultures studied.

**Objectives** Students will be able to:

- m.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- n.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- o.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- p.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students identify and describe the products within the cultures studied.

**Objectives** Students will be able to:

- m.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- n.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- o.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
- p.** Identify countries, regions, and geographic features where the target language is spoken.

## **STANDARD 3.0: CONNECTIONS Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives** Students will be able to:

- g.** Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- h.** Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students examine various topics from the perspectives of cultures where the language is spoken.

**Objectives** Students will be able to:

- g.** Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- h.** Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

## **STANDARD 4.0: COMPARISONS    Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives** Students will be able to:

- p.** Compare basic grammatical structures between the target language and English.
- q.** Compare and use the sound-symbol association between the target language and English.
- r.** Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- s.** Compare and identify the use of idiomatic expressions between the target language and English.
- t.** Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives** Students will be able to:

- g.** Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- h.** Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

## **STANDARD 5.0: COMMUNITIES    Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives** Students will be able to:

- j.** Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- k.** Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- l.** Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- j.** Participate in activities to learn more about languages and cultures through various media.
- k.** Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- l.** Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

## **LANGUAGE STRUCTURES**

### **Goal 1.0 Control of Language Structures**

Students will control language by applying select language structures orally and in writing in the target language.

**Objectives** – Students will be able to:

- a.** Apply the correct form of the present tense of the verb **mettre**.
- b.** Apply the correct form of the present tense of spelling change verbs such as **acheter** and **préférer**.
- c.** Use the appropriate form of the irregular adjectives, **beau, nouveau,** and **vieux**.
- d.** Use the correct form of the demonstrative adjectives.
- e.** Ask for clarification using the correct form of the adjective **quel**.
- f.** Apply the correct present tense form of regular **-ir** and **-re** verbs.
- g.** Express comparisons using **plus/moins/aussi + que...**
- h.** Use the correct forms of the imperative for all regular **-er, -ir, -re verbs** and the verb **aller**.