

# Course Outline

## French I

The course outline includes all of the modules and all of the topics covered in this course. In addition, all Virginia Standards of Learning are indicated in the appropriate column. This course uses an integrated approach to grammar all throughout the course as indicated in the chart below. Additionally, the course begins with more English language and transitions to more French language by the end of the course.

Module and Topic	Name	French I 2014 Foreign Language Standards of Learning
<b>Developmental Module:</b> <i>The purpose of this module is to review skills that students need in order to be successful in other areas of the course.</i>		
<b>Module 1: Leçons préliminaires</b>		
<b>Topic 1</b>	<p><b>Essentials</b></p> <ul style="list-style-type: none"> <li>• French alphabet</li> <li>• French diacritical marks</li> <li>• Popular French names</li> </ul>	<p><b>Interpersonal Communication</b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.            1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</p> <p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.            1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p>
<b>Topic 2</b>	<p><b>Numbers and Your Age</b></p> <ul style="list-style-type: none"> <li>• Numbers 1-19</li> <li>• Cognates</li> <li>• Asking questions related to age</li> <li>• Translating age from French to English</li> <li>• Using <i>avoir</i> with personal pronouns</li> <li>• Asking questions through intonation, inversion, or by using the phrase <i>est-ce que</i></li> </ul>	<p><b>Interpersonal Communication</b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.            1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</p> <p><b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.            1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</p>
<b>Topic 3</b>	<p><b>Introduction to the Francophone World</b></p> <ul style="list-style-type: none"> <li>• History of the French language</li> <li>• Overview of French-speaking areas</li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.            1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.            2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.            3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.            4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings,</p>

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		<p>regionally-specific language, and symbols.</p> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b></p> <p><b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<p style="text-align: center;"><b>Topic 4</b></p>	<p><b>The French Calendar</b></p> <ul style="list-style-type: none"> <li>• Numbers 21-39</li> <li>• Vocabulary for asking about and stating the date</li> <li>• Days of week</li> <li>• Months of year</li> <li>• Overview of the French calendar, including holidays</li> <li>• Writing the date in French</li> </ul>	<p><b><i>Interpersonal Communication</i></b></p> <p><b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>3. Ask and answer questions about familiar topics.</li> </ol> <p><b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.</p> <ol style="list-style-type: none"> <li>1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</li> </ol> <p><b><i>Cultural Perspectives, Practices, and Products</i></b></p> <p><b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> </ol>

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		<p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> </ol>
<b>Module 2: Enchanté!</b>		
<b>Topic 1</b>	<p><b>Who's That?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary introducing yourself and your nationality</li> <li>• Vocabulary for introducing someone else</li> <li>• Meeting and greeting others</li> <li>• Use of <i>tu</i> and <i>vous</i></li> </ul>	<p><b>Interpersonal Communication</b></p> <p><b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</li> </ol> <p><b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.</p> <ol style="list-style-type: none"> <li>2. Use proper formal and informal forms of address in familiar situations.</li> <li>3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> </ol>
<b>Topic 2</b>	<p><b>How are you?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for asking someone how they are doing</li> <li>• Vocabulary for responding when someone asks "How are you?"</li> <li>• Titles of people, like <i>madame</i>, <i>mademoiselle</i>, and <i>monsieur</i></li> <li>• Hand gestures used by the French</li> </ul>	<p><b>Interpersonal Communication</b></p> <p><b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</li> <li>3. Ask and answer questions about familiar topics.</li> </ol> <p><b>FI.4:</b> The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.</p> <ol style="list-style-type: none"> <li>2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.</li> </ol> <p><b>Presentational Communication: Speaking and Writing</b></p> <p><b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> </ol>

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<b>Topic 3</b>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Singular and plural definite articles of <i>le</i>, <i>la</i>, and <i>les</i></li> <li>• An introduction to the concept of masculine and feminine gender in nouns</li> <li>• Definite articles with people students would encounter on a typical day, such as words for girl, boy, teacher, friend, student, etc</li> <li>• Personal pronouns</li> </ul>	<p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.  2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.  2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.  3. Recognize differences in the unique elements of the students' own culture.</p>
<b>Topic 4</b>	<p><b>What Do You Like and Dislike?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for expressing likes and dislikes</li> <li>• Using verbs</li> <li>• Making verbs negative</li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.  3. Ask and answer questions about familiar topics.</p> <p><b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.  1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</p> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.  1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.  2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.  1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p>

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<b>Topic 5</b>	<p><b>Paris: C'est la vie!</b></p> <ul style="list-style-type: none"> <li>• Overview of Paris</li> <li>• Famous landmarks in Paris</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b>  <b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 3: Une journée à l'école</b>		
<b>Topic 1</b>	<p><b>School Courses</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for school subjects and classes in science, math, languages, social</li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>2. Express likes and dislikes, requests, descriptions, and directions.</li> </ol>

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	<p>studies, and electives</p> <ul style="list-style-type: none"> <li>• Vocabulary for adjectives that describe classes</li> <li>• Overview of the French school system</li> </ul>	<p>3. Ask and answer questions about familiar topics.</p> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <p>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <p>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</p>
<b>Topic 2</b>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for school supplies, including cognates and noncognates</li> <li>• Vocabulary to describe computer equipment, such as <i>un clavier</i> and <i>une imprimante</i></li> <li>• Vocabulary for common verbs that describe classroom activities, such as <i>étudier</i> and <i>poser une question</i></li> <li>• Indefinite articles <i>un, une, des</i></li> </ul>	<p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b>  <b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <p>3. Follow simple instructions, such as classroom procedures or directions for using computers and other classroom technology.</p> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <p>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</p>
<b>Topic 3</b>	<p><b>Colors and Adjectives</b></p> <ul style="list-style-type: none"> <li>• Adjective agreement taught with school supplies</li> </ul>	<p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</p>

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		<p>5. Write simple sentences on familiar topics in short paragraph style.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> <li>2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</li> </ol>
<b>Topic 4</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Numbers 40-59</li> <li>• An explanation of the 24-hour clock, also known as "military time," used in-France for scheduling</li> <li>• Vocabulary for telling time in the context of a school schedule</li> </ul>	<p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b>  <b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <ol style="list-style-type: none"> <li>1. Identify key words, cognates and some formulaic expressions when listening and reading.</li> </ol> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> </ol> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>3. Recognize differences in the unique elements of the student's own culture.</li> </ol>
<b>Topic 5</b>	<p><b>France</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> </ol>

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	<ul style="list-style-type: none"> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> </ul>	<p>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</p> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b></p> <p><b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 4: En Famille</b>		
<b>Topic 1</b>	<p><b>My Family</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for family members and pets</li> <li>• Vocabulary for adjectives that describe a person's physical characteristics and personality traits</li> <li>• Possessive adjectives</li> <li>• Vocabulary for verbs and expressions</li> </ul>	<p><b><i>Interpersonal Communication</i></b></p> <p><b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.</p> <ol style="list-style-type: none"> <li>1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</li> <li>2. Use proper formal and informal forms of address in familiar situations.</li> <li>3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.</li> </ol> <p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b></p> <p><b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <ol style="list-style-type: none"> <li>1. Identify key words, cognates and some formulaic expressions when listening and reading.</li> </ol>



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		<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> </ol> <p><b>FI.6:</b> The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p> <ol style="list-style-type: none"> <li>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</li> <li>2. Communicate coherent ideas using appropriate visual and technological support.</li> </ol> <p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> </ol>
<p style="text-align: center;"><b>Topic 2</b></p>	<p><b>The Verb Être</b></p> <ul style="list-style-type: none"> <li>• The present tense conjugation of <i>être</i> (to be)</li> <li>• Cultural note about using <i>tu</i> and <i>vous</i></li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in the unique elements of the student's own culture.</li> </ol>
<p style="text-align: center;"><b>Topic 3</b></p>	<p><b>Modifying Adjectives</b></p> <ul style="list-style-type: none"> <li>• Adjectives of nationalities</li> <li>• Vocabulary for describing personality traits</li> <li>• Modifiers</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives,</p>

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		<p>practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> </ol>
<b>Topic 4</b>	<p><b>Possessive Adjectives</b></p> <ul style="list-style-type: none"> <li>• Making possessive adjectives agree in gender and number with the noun that is owned and using the masculine forms for nouns beginning with a vowel or silent "h"</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b> <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> <li>3. Demonstrate increasing attention to accurate intonation and pronunciation.</li> <li>4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</li> <li>5. Write simple sentences on familiar topics in short paragraph style.</li> </ol>
<b>Topic 5</b>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b> <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b>Making Connections through Language</b> <b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> </ol>

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		<p>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 5: Au restaurant</b>		
<b>Topic 1</b>	<p><b>The Menu</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for the three meals of the day</li> <li>• Vocabulary for a wide variety of menu items, including both food and drink for various meals throughout the day</li> <li>• Numbers 60-99</li> <li>• The Euro</li> <li>• The culture of food in France</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> </ol>
<b>Topic 2</b>	<p><b>To the Restaurant</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for conversation between servers and customers</li> <li>• Vocabulary for identifying a table setting</li> <li>• Style of service in French restaurants</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> </ol>
<b>Topic 3</b>	<p><b>The Verb <i>Prendre</i></b></p> <ul style="list-style-type: none"> <li>• The present tense conjugation of <i>prendre</i> (to take, to have)</li> <li>• Using verbs that conjugate like <i>prendre</i>, and introducing words with a similar conjugation to <i>prendre</i></li> </ul>	<p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b>  <b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <ol style="list-style-type: none"> <li>2. Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions with significant contextual support.</li> </ol>

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<b>Topic 4</b>	<p><b>Belgium</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b>  <b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 6: On y va?</b>		
<b>Topic 1</b>	<p><b>Going to Town and the Pronoun <i>On</i></b></p> <ul style="list-style-type: none"> <li>• Vocabulary for buildings in a town, such as hospital, park,</li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>2. Express likes and dislikes, requests, descriptions, and directions.</li> </ol>

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	<ul style="list-style-type: none"> <li>• stadium, train station)</li> <li>• Vocabulary for modes of transportation, such as metro, bus system, and mopeds</li> <li>• The meaning of the pronoun <i>on</i> and how it is conjugated</li> </ul>	<p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b>  <b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.  3. Follow simple instructions, such as classroom procedures or directions for using computers and other classroom technology.</p> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.  2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</p>
<b>Topic 2</b>	<p><b><i>Aller, À and De, and Arriver</i></b></p> <ul style="list-style-type: none"> <li>• The present tense conjugation of <i>aller</i> (to go)</li> <li>• Rules for <i>à + le/la/les</i></li> <li>• The meaning of <i>arriver</i> (from, of) and how it is used with <i>de</i></li> <li>• Rules for <i>de + le/la/les</i></li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.  2. Use proper formal and informal forms of address in familiar situations.</p> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.  2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.  5. Write simple sentences on familiar topics in short paragraph style.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.  1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</p>
<b>Topic 3</b>	<p><b><i>Using Infinitives After Aller</i></b></p> <ul style="list-style-type: none"> <li>• Expressing what someone is going to do using the conjugated form of <i>aller</i> followed by the action in the infinitive form</li> <li>• Expressing what someone is not going to do by place <i>ne ... pas</i> around the conjugated form of <i>aller</i></li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.  3. Ask and answer questions about familiar topics.  <b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.  2. Use proper formal and informal forms of address in familiar situations.</p> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.  2. Present basic information about topics such as self,</p>

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		<p>family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p>5. Write simple sentences on familiar topics in short paragraph style.</p>
<b>Topic 4</b>	<p><b>Switzerland</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> <li>• Proverbs</li> </ul>	<p><b><i>Cultural Perspectives, Practices, and Products</i></b></p> <p><b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b></p> <p><b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>

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Module 7: Bon Appétit		
<b>Topic 1</b>	<p><b>What Do You Want to Eat?</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for shopping at various shops, such as <i>une boulangerie</i> and <i>une boucherie</i></li> <li>• Vocabulary for foods and ingredients that you can purchase when grocery shopping, including meats, produce, dairy products, breads, etc.</li> <li>• Vocabulary for weights, measures, and food packaging, such as <i>un litre</i> and <i>un paquet</i></li> <li>• The present tense conjugation of <i>vouloir</i> (to want)</li> <li>• Using <i>vouloir</i> (to want) and <i>pouvoir</i> (to be able to, can)</li> </ul>	<p><b>Interpersonal Communication</b>  <b>FI.2:</b> The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.            1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</p> <p><b>Interpretive Communication: Listening and Reading for Understanding</b>  <b>FI.3:</b> The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.            2. Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions with significant contextual support.</p> <p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.            1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.            1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</p>
<b>Topic 2</b>	<p><b>The Partitive</b></p> <ul style="list-style-type: none"> <li>• Using the partitive (some, any) to express an unspecified amount by following <i>de</i> with the appropriate definite article, forming contractions when necessary</li> <li>• Changing all of the forms of the partitive to <i>de</i> or <i>d'</i> after a negative such as <i>ne ... pas</i></li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.            1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</p> <p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.            1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p>
<b>Topic 3</b>	<p><b>Northwest Africa: Algeria, Morocco, and Tunisia</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national</li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.            1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</p>

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	<ul style="list-style-type: none"> <li>• anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> <li>• Proverbs including francophone African (Maghrébin) proverbs of <i>Celui qui t'apprend vaut mieux que celui qui te donne</i> and <i>Dis-moi ton nom et je dirai qui tu es</i></li> </ul>	<ol style="list-style-type: none"> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b></p> <p><b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 8: Les vêtements sont chic!</b>		
<b>Topic 1</b>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for articles of clothing worn throughout the year</li> <li>• Vocabulary for colors by reviewing adjective agreement</li> </ul>	<p><b><i>Presentational Communication: Speaking and Writing</i></b></p> <p><b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> <li>3. Demonstrate increasing attention to accurate intonation and pronunciation.</li> <li>4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and</li> </ol>



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		spelling.
<b>Topic 2</b>	<p><b>Going Shopping</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for shopping and making purchases in a clothing store or shopping mall</li> <li>• Conjugation of <i>faire</i></li> <li>• Vocabulary for adjectives and phrases that describe clothing and sizes</li> <li>• Vocabulary for asking questions in a department store</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> <li>3. Demonstrate increasing attention to accurate intonation and pronunciation.</li> <li>4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idoms, and differences in writing systems.</li> </ol>
<b>Topic 3</b>	<p><b>The Verbs <i>Acheter</i> and <i>Préférer</i></b></p> <ul style="list-style-type: none"> <li>• The present tense conjugation of <i>acheter</i> (to purchase)</li> <li>• The present tense conjugation of <i>préférer</i> (to prefer)</li> <li>• <i>Haute Couture</i> (high fashion) in France</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.6:</b> The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p> <ol style="list-style-type: none"> <li>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</li> <li>2. Communicate coherent ideas using appropriate visual and technological support.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idoms, and differences in writing systems.</li> <li>2. Recognize difference in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</li> </ol>
<b>Topic 4</b>	<p><b>The Verb <i>Mettre</i> and <i>Porter</i></b></p> <ul style="list-style-type: none"> <li>• The present tense conjugation of <i>mettre</i> (to put, to place) and <i>porter</i> (to wear)</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> <li>2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</li> </ol>

# Course Outline

## French I

<p><b>Topic 5</b></p>	<p><b>Interrogative Words</b></p> <ul style="list-style-type: none"> <li>• Using interrogative words to ask questions (where, when, why, how, who, what, what time)</li> <li>• Using the correct forms <i>quel, quels, quelle, and quelles</i> to indicate which or what</li> </ul>	<p><b><i>Interpretive Communication: Listening and Reading for Understanding</i></b>  <b>FI.4:</b> The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.</p> <ol style="list-style-type: none"> <li>1. Differentiate among basic types of statements, questions, and exclamations.</li> <li>2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.</li> </ol> <p><b><i>Presentational Communication: Speaking and Writing</i></b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> </ol> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> </ol> <p><b><i>Linguistic and Cultural Comparisons</i></b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.</p> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> <li>2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</li> </ol> <p><b><i>Interacting in School and Global Communities</i></b>  <b>FI.12:</b> The student will explore situations in which to use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <ol style="list-style-type: none"> <li>1. Find and present examples of the French language and francophone cultures gathered from interaction with target language speakers, and authentic media or technology.</li> <li>2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.</li> </ol>
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<b>Topic 6</b>	<p><b>The Caribbean: Haiti, Martinique, Guadeloupe</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> <li>• Proverbs</li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b>Making Connections through Language</b>  <b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in unique elements of the student's own culture.</li> </ol>
<b>Module 9: Amusons-nous!</b>		
<b>Topic 1</b>	<p><b>Leisure Time</b></p> <ul style="list-style-type: none"> <li>• The verbs <i>faire</i> and <i>jouer</i></li> <li>• Vocabulary for leisure activities and the</li> </ul>	<p><b>Interpersonal Communication</b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</li> </ol>

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	<p>seasons when they take place</p> <ul style="list-style-type: none"> <li>• Questions and phrases related to activities</li> <li>• Conversing about time</li> </ul>	<p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.  2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</p> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.  1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.  3. Recognize differences in the unique elements of the student's own culture.</p>
<p style="text-align: center;"><b>Topic 2</b></p>	<p><b>Negative Words</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for responding in the negative</li> <li>• Making affirmative statements negative using <i>ne ... rien</i> and <i>ne ... jamais</i></li> </ul>	<p><b>Interpersonal Communication</b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.  1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.  2. Express likes and dislikes, requests, descriptions, and directions.</p>
<p style="text-align: center;"><b>Topic 3</b></p>	<p><b>The Present Tense of Regular –ir Verbs</b></p> <ul style="list-style-type: none"> <li>• The present tense regular –ir verbs</li> <li>• Conjugating regular –ir verbs</li> </ul>	<p><b>Presentational Communication: Speaking and Writing</b>  <b>FI.5:</b> The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.  1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</p> <p><b>Cultural Perspectives, Practices, and Products</b>  <b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.  1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</p> <p><b>Linguistic and Cultural Comparisons</b>  <b>FI.10:</b> The student will compare basic elements of French to those of English and other languages.  1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.  2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</p>

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		<p><b><i>Interacting in School and Global Communities</i></b>  <b>FI.12:</b> The student will explore situations in which to use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <ol style="list-style-type: none"> <li>1. Find and present examples of the French language and francophone cultures gathered from interaction with target language speakers, and authentic media or technology.</li> <li>2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.</li> </ol>
<p style="text-align: center;"><b>Topic 4</b></p>	<p><b>Tahiti</b></p> <ul style="list-style-type: none"> <li>• Regional demographics (languages, capital, flag, government, major cities, national anthem)</li> <li>• Common perspectives, practices, and products</li> <li>• Main viewpoints</li> <li>• Customs and traditions</li> <li>• Historical and contemporary individuals and groups</li> <li>• Natural and manufactured items, creative and fine arts, recreation, housing</li> <li>• Geography, landmarks, and monuments</li> <li>• Historical events</li> <li>• Comparison to the United States</li> <li>• Unique elements of student culture</li> <li>• Proverbs</li> </ul>	<p><b><i>Interpersonal Communication</i></b>  <b>FI.1:</b> The student will exchange simple spoken and written information in French.</p> <ol style="list-style-type: none"> <li>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</li> <li>2. Express likes and dislikes, requests, descriptions, and directions.</li> </ol> <p><b><i>Cultural Perspectives, Practices, and Products</i></b>  <b>F1.7:</b> The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol> <p><b>FI.8:</b> The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <p><b><i>Making Connections through Language</i></b>  <b>FI.9:</b> The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical</li> </ol>

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		<p>events from francophone countries to those in the United States.</p> <p><b><i>Linguistic and Cultural Comparisons</i></b></p> <p><b>FI.11:</b> The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <ol style="list-style-type: none"><li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li><li>2. Recognize differences in social practices and personal interactions among cultures.</li><li>3. Recognize differences in unique elements of the student's own culture.</li></ol>
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