

# MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

Grades 7-12

**Subject/Course: World Languages – French: Level 1**

## Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Listening</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.</li>   <li>● 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).</li>   <li>● 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).</li>   <li>● 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).</li>   <li>● 7-12.WL1.1.1.5 Recognize number and gender signals.</li> </ul>	<p>Students learn vocabulary through physical examples: classroom objects, field trips to local parks, clothing items they are wearing. Practice with white boards by drawing pictures of what they hear.</p> <p>Students listen to simple songs with basic vocabulary, and identify words they understand.</p> <p>Aural cognate activities.</p> <p>Teacher-led Game: Jaques a dit (Simon says).</p> <p>Game : Hot Seatt (« Je suis allé a Paris. » Avec qui ? Pourquoi ? Quand ? Comment ?</p> <p>Listen for « le/la/les » « un/une/des »</p>	<p><i>Glencoe Bon Voyage (BV) Level 1 CD Listening Activities, with Audio Activities Workbook pp 1-177.</i></p> <p><i>BV Chansons Audio Activities Workbook pp.v-xii, and selected teacher CDs.</i></p> <p>Example: <i>BV Audio Activities Workbook pp. 14-15.</i></p> <p>Partners practice orally with flashcards.</p> <p>Example: <i>BV Audio Workbook pp. 30 – 33.</i></p>	<p>Glencoe <u><i>Bon Voyage Level 1</i></u> Chapters 1-14.</p>

	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.1.6 Distinguish between formal and informal address.</li> </ul>	Watch short film clips and listen for « Tu » vs. “Vous”	Example: <i>BV Audio Workbook</i> p. 32	
<b>Goal 1.2: Speaking</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.</li> <li>• 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.</li> <li>• 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.</li> </ul>	<p>Students respond to Hot Spot Questions: Avec qui? Quand? À quelle heure? Comment ?</p> <p>Students make a poster of their favorite things, and present them to the class : « Je veux, j’aime, à mon avis...”</p> <p>“Tu” vs. “Vous” Je veux/je voudrais Practice greetings peers and adults.</p>	<p>Example: <i>BV Audio</i> p. 43;</p> <p>Semester I Oral Final Exam (attached)</p> <p>Example: <i>BV Audio</i> p. 44</p> <p>Example: <i>BV Audio</i> p. 32</p>	
<b>Goal 1.3: Reading</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.</li> <li>• 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.</li> <li>• 7-12.WL1.1.3.3 Associate the written text with spoken forms.</li> <li>• 7-12.WL1.1.3.4 Recognize cognates and borrowed words.</li> </ul>	<p>BV text offers simple paragraphs and short stories to facilitate reading comprehension.</p> <p>Flashcards.</p> <p>Listen to textbook paragraphs that students have read previously; and read paragraphs that the students have listened to.</p> <p>Student-generated lists of cognates.</p>	<p>BV Text activities Chapters 1-14 and BV Written Workbook activities.</p> <p>BV Audio Activities at the end of each chapter.</p> <p>Example: <i>BV Written Activities Workbook</i> p. 84.</p>	
<b>Goal 1.4: Writing</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).</li> <li>• 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.</li> </ul>	White board activities (each student has a white board and marker), to practice writing words as they are said by the teacher, or by the tape, or by other students.	BV Text activities Chapters 1-14 and BV Written Workbook activities.	

	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.</li> <li>• 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.</li> </ul>	<p>Text and workbook exercises.</p> <p>Semester 1 Final Project: Family Photo Album</p>	<p>BV Text activities Chapters 1-14 and BV Written Workbook activities.</p>	
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## Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analysis of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).</li> <li>● 7-12.WL1.2.1.2 Derive meaning from word order.</li> <li>● 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense.</li> <li>● 7-12.WL1.2.1.4 Compare linguistic elements among languages.</li> <li>● 7-12.WL1.2.1.5 Recognize systematic changes in word families.</li> </ul>	<p>Text and workbook activities.</p> <p>Teacher explains verb conjugations in the ENGLISH language first, then as they apply to French verbs, and to verbs in other languages: specifically Spanish, Russian, Haitian creole, and Norwegian.</p>	<p>BV Text and Written Workbook activities.</p> <p>BV Text, Written Workbook, and Audio Workbook activities.</p>	<p>State does not have vocabulary for this grade level.</p>
<b>Goal 2.2: Modification and Manipulation of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.</li> <li>● 7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.</li> <li>● 7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.</li> <li>● 7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.</li> </ul>	<p>Apply regular verb conjugations to any regular verb.</p>	<p>BV Text, Written Workbook, and Audio Workbook activities.</p>	

### Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Historical Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.</li> <li>● 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).</li> </ul>	<p>American Revolution, French Revolution, French Elections, current events.</p> <p>Lecture on the evolution of the French language from Cesar’s invasion of Provence to William the Conqueror’s invasion of England.</p>	<p>BV Lectures Culturelles at the end of each chapter.</p> <p>BV cognate exercises in Written Activities Workbook.</p>	<p>State does not have vocabulary for this grade level.</p>
<b>Goal 3.2: Geographical Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.</li> <li>● 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.</li> </ul>	<p>Semester 2 Project: Power Point Presentation on a Francophone Country (attached.)</p>		
<b>Goal 3.3: Cultural Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.</li> <li>● 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.</li> <li>● 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity.)</li> </ul>	<p>BV Text <i>Lectures Culturelles</i> and <i>Lectures Supplémentaires</i> at the end of each chapter.</p> <p>Preparation for Semester 1 Oral Exam. Practice with guest native speakers.</p>		