

CURRICULUM FRAMEWORK

CONTENT AREA: FOREIGN LANGUAGE

GRADE LEVEL/COURSE: FRENCH I

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <p>1. Students communicate in a foreign language while demonstrating literacy in all four essential skills:</p> <p>1.1 Listening 1.2 Speaking 1.3 Reading 1.4 Writing</p> <p>2. Students acquire and use knowledge of other cultures while developing foreign language skills.</p>	<p>1.1 Listening</p> <p>a. Comprehends common memorized words, expressions and cognates from a variety of sources</p> <p>b. Demonstrates comprehension of everyday conversations including familiar situations including familiar situations and simple instructions</p> <p>1.2 Speaking</p> <p>a. Uses learned pronunciations and intonation patterns</p> <p>b. Speaks in predictable familiar situations using learned vocabulary and phrases</p> <p>c. Expresses personal opinions and desires with learned phrases</p> <p>d. Describes everyday topics using appropriate vocabulary and grammatical structures</p> <p>1.3 Reading</p> <p>a. Recognizes cognates and common expressions</p> <p>b. Infers meaning of unfamiliar words from context</p> <p>c. Shows increasing comprehension of reading materials</p> <p>d. Identifies cultural elements found in reading materials</p> <p>1.4 Writing</p> <p>a. Writes about everyday topics and expresses personal opinions and desires using learned vocabulary phrases and grammatical structures</p> <p>b. Obtains and reports information for a variety of</p>			<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

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	<p>audiences</p> <p>c. Proofreads and rewrites own work</p> <p>d. Uses appropriate grammar, spelling, capitalization, and punctuation</p> <p>e. Uses legible handwriting and/or word processing</p> <p>2. Culture</p> <p>a. Observes and identifies everyday cultural practices</p> <p>b. Uses culturally appropriate gestures and oral expressions in common or familiar classroom interactions</p> <p>c. Listens to or reads materials in the language from the culture being studied</p>			
<p>PERFORMANCE ASSESSMENT <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validity of content -Degree of expertise 	<p>1.1 Listening: Students will receive sounds/ dialogue record and listens to self with critique and notes progress</p> <p>1.2 Speaking: Students respond to 5 simple questions</p> <p>1.3 Reading: Student reads a short dialogue and translates</p> <p>1.4 Writing: Student writes 1/3 of a play</p>	<p>1.1 Listening 1.2 Speaking: Student will have a five minute conversation with another student</p> <p>1.3 Reading 1.4 Writing: students will read short articles/ story and write a critique</p>	<p>1.1 Listening 1.2 Speaking: Student will have a five minute conversation with another student with increasing fluency and comprehension</p> <p>1.3 Reading 1.4 Writing Continue play and critiques</p>	<p>1.1 Listening 1.2 Speaking: Student will have a five minute conversation with another student with increasing fluency and comprehension and proficiency of accent</p> <p>1.3 Reading 1.4 Writing</p>
<p>TOPICAL or CURRICULUM ALIGNMENT</p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p>1. Films in French</p> <p>2. Restaurant play</p> <p>3. Culture days</p>	<p>1. Christmas customs</p> <p>2. Culture days</p>	<p>1. Study of La Tour Eiffel</p> <p>2. Culture days</p>	<p>1. Broad study of French geography, customs, monuments</p>

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<p>COMPETENCIES <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> 1. Comprehension 2. Recall 3. Technology- tape recorders, video cameras 	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>
<p>INSTRUCTIONAL STRATEGIES</p>	<ol style="list-style-type: none"> 1. Listening tests 2. Telephone conversations 3. Restaurant plays 4. Daily journal writing 5. Class sentences for writing 6. Weather wheel 7. French journals 	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/>