

# PSD World Language French 1 Curriculum Map

(revised 9/14)

CDE 2010 Standards and indicators

## Novice Mid Range Level Expectation:

### Communication: Communication in Languages Other Than English

- 1.1 **Interpersonal mode:** Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases  
 1.2 **Interpretive mode:** Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics  
 1.3 **Presentational mode:** Present on very familiar topics (written or oral) using isolated words and high-frequency phrases

### Cultures: Knowledge and Understanding of Other Cultures

- 2.1 **Cultural practices and perspectives:** Identify common practices within the target cultures studied  
 2.2 **Cultural products and perspectives:** Identify common products of the target cultures studied

### Connections: Connections with Other Disciplines and Information Acquisition

- 3.1 **Connections to other disciplines:** Identify information that can be gathered from target language resources connected to other content areas  
 3.2 **Acquire information:** Use authentic resources to locate basic information

### Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture

- 4.1 **Language comparisons:** Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied  
 4.2 **Cultural comparisons:** Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

Communication and Connections	Culture and Comparisons	Contextualized Vocabulary	Structure	Culture
<p><b>1. Communication (interpersonal mode)</b>                      1.1 a. Copy and exchange simple messages                      1.1 b. Imitate modeled words and phrases using intonation and pronunciation                      1.1 c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases                      1.1 d. Use words and phrases without awareness of grammatical structures                      1e. Answer simple questions about very familiar topics</p> <p><b>(interpretive mode)</b>                      1.2 a. Understand short, simple conversations and narratives when using objects, visuals, and gestures                      1.2 b. Respond to questions seeking clarification (for example, do you understand? What is this?)                      1.2 c. Follow simple commands                      1.2 d. Recognize the symbols of the target language writing system</p>	<p><b>2. Cultures (Practices and perspectives)</b>                      2.1 a. Acknowledge and imitate basic greetings and gestures                      2.1 b. Identify some common social practices at home and school                      2.1 c. Identify a few major traditions and celebrations</p> <p><b>(Products and perspectives)</b>                      2.2 a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation)                      2.2 b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)</p>	<p><b><u>FULL CONTROL: (use with accuracy)</u></b>  <b><u>Age appropriate:</u></b></p> <ul style="list-style-type: none"> <li>meeting and greeting</li> <li>school, classes, supplies</li> <li>family descriptions</li> <li>people and professions</li> <li>places to go and activities to do</li> <li>food</li> <li>free time activities</li> <li>weather, seasons</li> </ul>	<p><b><u>FULL CONTROL: (use with accuracy)</u></b></p> <ul style="list-style-type: none"> <li>nouns</li> <li>articles</li> <li>singular</li> <li>plurals</li> <li>être</li> <li>regular -er verbs</li> <li>present tense of avoir</li> <li>telling time prepositions of location</li> <li>verb aller</li> <li>verb faire</li> </ul> <p><b><u>PARTIAL CONTROL: (use with some errors)</u></b></p> <ul style="list-style-type: none"> <li>numbers 1-60</li> <li>adjective agreement</li> <li>possessive adjectives</li> <li>descriptive adjectives</li> <li>position of adjectives</li> <li>possession with de</li> <li>disjunctive pronouns</li> <li>numbers 60-100</li> <li>preposition à</li> <li>interrogative words</li> </ul>	<p><b><u>manners / greetings</u></b></p> <ul style="list-style-type: none"> <li>formal &amp; informal ways of speaking (young people v. adults, strangers) to show respect</li> <li>greetings – kisses, handshakes (which to use), greeting each person not just the group (importance of the individual)</li> <li>gestures – counting on hands (start with thumb), <i>mon oeil</i> (touch one eye to mean “I don’t believe you!”)</li> </ul> <p><b><u>school</u></b></p> <ul style="list-style-type: none"> <li>schedule (varied each day, lunch at home, no school on Wed, sometimes school ½ day on Sat)</li> <li>classroom environment - appropriate classroom conduct, environment is more formal</li> <li>greater number of classes per day as compared to U.S., generally more homework</li> <li>athletics- regional clubs (not school organized); no sports teams in schools (play on Wed afternoon in neighborhood)</li> <li>Baccalaureat (exit exam) at end of high school, based on major subjects studied, must pass to enter university</li> <li>grading scale (out of 20)</li> <li>high schools and courses are designed based on career pathways</li> </ul> <p><b><u>time</u></b></p> <ul style="list-style-type: none"> <li>military/international time (24 hour clock)</li> <li>business hours / shop hours (closed from 12-2 pm)</li> </ul>

<p><b>(presentational mode)</b></p> <p>1.3 a. Reproduce high-frequency words and phrases</p> <p>1.3 b. Use words derived from cognates, prefixes, and thematic vocabulary</p> <p>1.3 c. Recite single-word or high-frequency responses to visual cues</p> <p style="text-align: center;"><b>3. Connections</b></p> <p>3.1 a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)</p> <p>b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas</p> <p>3.2 a. Extract main ideas and key words from authentic resources</p> <p>b. Use knowledge obtained from authentic resources to apply to new topics</p>	<p style="text-align: center;"><b>4. Comparisons</b></p> <p>4.1 a. Recognize basic vocabulary in both the native language and their own language to make comparisons</p> <p>4.1 b. Recognize some simple structures in the target language that differ from their own language</p> <p>4.1 c. Recognize different pronunciation and intonation of individual words and basic phrases</p> <p>4.1 d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>4.2.a. Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own</p> <p>4.1 b. Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</p> <p>4.1 c. Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</p> <p>4.1 d. Recognize the contributions of the target cultures to the student's culture and vice versa</p>		<ul style="list-style-type: none"> <li>• dates</li> <li>• numbers greater than 100</li> <li>• hopes and preferences</li> <li>• spelling change -er verbs</li> </ul> <p style="text-align: center;"><b><u>ONLY CONCEPTUAL CONTROL:</u></b></p> <p>expression if faut</p> <p>irregular -ir verbs</p>	<p><b><u>family</u></b></p> <ul style="list-style-type: none"> <li>• structure - importance is placed on extended family (cousins, grandparents, etc. often live in close proximity to one another)</li> <li>• large family gatherings</li> <li>• traditional religions (Catholic heritage)</li> </ul> <p><b><u>restaurant</u></b></p> <ul style="list-style-type: none"> <li>• types of service – service is on demand, must ask for check</li> <li>• tips – service is included in check, additional small tip, several coins, (<i>pourboire</i>) can be left</li> <li>• fast foods – now more popular</li> </ul> <p><b><u>food</u></b></p> <ul style="list-style-type: none"> <li>• meal times (lunch is big meal, dinner usually later than in US)</li> <li>• environmental influence (how regional dishes are based on local products)</li> <li>• sparkling water</li> <li>• no soda with meals</li> <li>• no ice in drinks</li> <li>• shop more frequently, buy fresh, local food</li> <li>• longer, slower paced meals</li> <li>• meals served in multiple courses, not served “family style”, meaning each person is served separate food on his/her plate</li> <li>• French bread (<i>baguette</i>) with every meal</li> </ul> <p><b><u>sports/leisure activities</u></b></p> <ul style="list-style-type: none"> <li>• soccer (number one sport in Europe)</li> <li>• La Maison des Jeunes – (like youth activity center) location of most sports, activities and music lessons for after school</li> <li>• hanging out at café (listening to music, playing babyfoot)</li> </ul> <p><b><u>traditions/celebrations</u></b></p> <ul style="list-style-type: none"> <li>• Mardi Gras (<i>la fête des Rois</i>, Epiphany) – Kings Cake, French vs. New Orleans traditions)</li> <li>• <i>Poisson d'Avril</i> – April 1<sup>st</sup>, similar to April Fool's Day, discuss tradition of hiding paper fish in people's backpacks, books, etc.</li> <li>• Bastille Day (<i>le 14 juillet</i>) – celebrates birth of French Republic in 1789 (draw links to American Revolution, French helped U.S. defeat British)</li> </ul> <p><b><u>geographical regions where language is spoken</u></b></p> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Africa</li> <li>• North America (Quebec and Louisiana)</li> <li>• French Polynesia</li> <li>• Caribbean</li> <li>• (include discussion of amount of French spoken in each country)</li> </ul>
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