

Virtual Learning Academy
Jefferson County Educational Service Center
Academic Content Standards
French I

Lesson 01: Using French for Greetings, Punctuation, Pronunciation and French Influence on English Language

Using French for Greetings, Punctuation, Pronunciation and French Influence on English Language

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
B. Participate in and discuss a wide variety of cultural practices. (09-12)
02. Participate in age-appropriate cultural practices (e.g., music, dance, drama). (09)

03. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings). (09)

Lesson 02: Nouns: gender, articles, plurals, Pronunciation of the letter e, Use of the French-English dictionary

Nouns: gender, articles, plurals, Pronunciation of the letter e, Use of the French-English dictionary

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)

Lesson 03: Personal information, numbers 0-20, Pronunciation of the letter I

Personal information, numbers 0-20, Pronunciation of the letter I,

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
C. Use a wide range of strategies to negotiate meaning. (09-12)
03. Clarify meaning (e.g., paraphrasing, questioning). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
07. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others. (09)
S04. Comparisons: Develop insight into the nature of language and culture.
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
B. Participate in and discuss a wide variety of cultural practices. (09-12)
02. Participate in age-appropriate cultural practices (e.g., music, dance, drama). (09)

Lesson 04: Using French to Name School Items, Counting Numbers and Pronunciation

Using French to Name School Items, Counting Numbers and Pronunciation

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using

knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12)
04. Identify and explain cultural and literary elements of a variety of texts. (09)

Lesson 05: Adjective agreement and placement, Quantifier adverbs

Adjective agreement and placement, Quantifier adverbs

Standard Benchmark and Indicator

celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)

B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12)
05. Explain objects, images and symbols of the target culture (e.g., maneki neko □ Japanese cat of happiness and good fortune; Chinese dragon; guyabera □ Mexican short sleeved man's shirt; hijab □ Arab female headcovering; kafeeyah □ Arab male headcovering). (09)
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 06: Likes and activities, Je-form of –er verbs, present tense, Negatives

Likes and activities, Je-form of –er verbs, present tense, Negatives

Standard Benchmark and Indicator

S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12)
05. Explain objects, images and symbols of the target culture (e.g., maneki neko □ Japanese cat of happiness and good fortune; Chinese dragon; guyabera □ Mexican short sleeved man's shirt; hijab □ Arab female headcovering; kafeeyah □ Arab male headcovering). (09)
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 07: Days of the week, Interrogatives, Second person of –er verbs, present, Negatives

Days of the week, Interrogatives, Second person of –er verbs, present, Negatives

Standard Benchmark and Indicator

and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
B. Participate in and discuss a wide variety of cultural practices. (09-12)
03. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings). (09)
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 08: Using French to Talk About Activities and How to Form Questions With Inversion
Using French to Talk About Activities and How to Form Questions With Inversion

Standard Benchmark and Indicator

06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
05. Analyze how the same current issue is covered in the media of the target culture and students' own culture. (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 09: Review and evaluation

Review and evaluation

Standard Benchmark and Indicator

A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12)
03. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12)
01. Investigate and report on cultural events (e.g., rites of passage). (09)

Lesson 10: Using French To Talk About Parties and Calendars

Using French To Talk About Parties and Calendars

Standard Benchmark and Indicator

07. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)

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B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12)
01. Investigate and report on cultural events (e.g., rites of passage). (09)
B. Participate in and discuss a wide variety of cultural practices. (09-12)
02. Participate in age-appropriate cultural practices (e.g., music, dance, drama). (09)

Lesson 11: Circus and zoo animals, Pronunciation of the letters ai, Third-person plural of –er verbs

Circus and zoo animals, Pronunciation of the letters ai, Third-person plural of –er verbs

Standard Benchmark and Indicator

knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12)
04. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources. (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)

Lesson 12: Colors, Shapes and Marquis de Lafayette

Colors, Shapes and Marquis de Lafayette

Standard Benchmark and Indicator

11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)

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S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 13: Countries, Contractions, Contributions and Champlain

Countries, Contractions, Contributions and Champlain

Standard Benchmark and Indicator
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 14: French Family Structure and Syllables

French Family Structure and Syllables

Standard Benchmark and Indicator

and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12)
04. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources. (09)

Lesson 15: Food and Meals in French Culture

Food and Meals in French Culture

Standard Benchmark and Indicator

through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)

Lesson 16 : French Foods and Shopping

French Foods and Shopping

Standard Benchmark and Indicator

public transportation, making a hotel reservation, buying food). (09)
F. Follow complex oral, signed or written directions and requests. (09-12)
06. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs). (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give
J. Present information and ideas on a range of topics. (09-12)
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)

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S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)

Lesson 17: Using French To Increase Vocabulary Skills

Using French To Increase Vocabulary Skills

Standard Benchmark and Indicator

02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
C. Sustain communication with people locally and around the world. (09-12)
04. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)

02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 18: French I Mid Term

French I Mid Term

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and
01. Exchange information via letters, e-mail/video mail, notes, conversations or
B. Express a wide range of feelings and emotions, and discuss and support opinions.
02. Express and compare opinions and preferences about information gathered
J. Present information and ideas on a range of topics. (09-12)
11. Present differences in products and practices (e.g., sports, celebrations, school
S05. Communities: Participate in multilingual communities and cultures at home and
A. Provide information or services to individuals, the school or the community using
01. Present information about the target language and culture to others (e.g.,
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language
01. Analyze and discuss how various linguistic elements are represented in the target
B. Analyze and explain how the target language and English express meaning
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels
C. Analyze and discuss how products, practices and perspectives of the students'
03. Compare and contrast social conventions of peers in the target culture and
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts

concepts, geographical terms). (09)

Lesson 19: Using French to Review Pronouns, Verbs, Discussing Lost Items and Studying French-Speaking Countries in Europe

Using French to Review Pronouns, Verbs, Discussing Lost Items and Studying French-Speaking Countries in Europe

Standard Benchmark and Indicator
S01. Communication: Communicate in languages other than English.
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
09. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity). (09)
I. Create presentations on a range of original or authentic expressive products. (09-12)
10. Create and present a narrative (e.g., current events, personal experiences, school happenings). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 20: Using French to Talk About Sports and To Tell Time

Using French to Talk About Sports and To Tell Time

Standard Benchmark and Indicator

interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12)
02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
I. Create presentations on a range of original or authentic expressive products. (09-12)
10. Create and present a narrative (e.g., current events, personal experiences, school happenings). (09)
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12)
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
05. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate). (09)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12)
01. Investigate and report on cultural events (e.g., rites of passage). (09)

Lesson 21: Using French to Order in Restaurants

Using French to Order In Restaurants

Standard Benchmark and Indicator

S01. Communication: Communicate in languages other than English.
A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12)
02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
G. Use a variety of reading and listening strategies to derive meaning from texts. (09-12)
07. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
09. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity). (09)
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12)
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)

Lesson 22: Weather and Seasons

Weather and Seasons

Standard Benchmark and Indicator

H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
I. Create presentations on a range of original or authentic expressive products. (09-12)
10. Create and present a narrative (e.g., current events, personal experiences, school happenings). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
05. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate). (09)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)

Lesson 23: Using French to make comparisons of people

Using French to Make Comparisons of People

Standard Benchmark and Indicator

regarding events, experiences and other school subjects. (09)
G. Use a variety of reading and listening strategies to derive meaning from texts. (09-12)
07. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
J. Present information and ideas on a range of topics. (09-12)
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
05. Analyze how the same current issue is covered in the media of the target culture and students' own culture. (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)

Lesson 24: Using French to discuss physical ailments and symptoms

Using French to Discuss Physical Ailments and Symptoms

Standard Benchmark and Indicator

02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 25: Using French To Make Superlative Comparisons

Using French to Make Superlative Comparisons

Standard Benchmark and Indicator

S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
07. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others. (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)

Lesson 26: Talking About Time, French Educational System and the Media

Talking About Time, French Educational System and the Media

Standard Benchmark and Indicator

editing, publishing). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)

Lesson 27: French I Quarterly evaluation

None for this lesson – standards covered in previous lessons.

Lesson 28: Shopping for Clothes

Shopping for Clothes

Standard Benchmark and Indicator

06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)
05. Analyze how the same current issue is covered in the media of the target culture and students' own culture. (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 29: Negative and Positive Expressions

Negative and Positive Expressions

Standard Benchmark and Indicator

13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)
05. Analyze how the same current issue is covered in the media of the target culture and students' own culture. (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 30: Using French to Discuss Rooms in a House

Using French to Discuss Rooms in a House

Standard Benchmark and Indicator

I. Create presentations on a range of original or authentic expressive products. (09-12)
10. Create and present a narrative (e.g., current events, personal experiences, school happenings). (09)
J. Present information and ideas on a range of topics. (09-12)
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. (09)
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12)
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 31: Using French to Identify Household Furniture, Pottery and the Region of Provence

Using French to Identify Household Furniture, Pottery and the Region of Provence

Standard Benchmark and Indicator

interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12)
02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12)
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)

Lesson 32: Using French to Follow Directions

Using French to Follow Directions

Standard Benchmark and Indicator

obtaining information. (09-12)
01. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life). (09)
B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12)
02. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects. (09)
D. Give and follow a series of complex directions. (09-12)
04. Give and follow directions, instructions and requests (e.g., installing software, dance steps). (09)
F. Follow complex oral, signed or written directions and requests. (09-12)
06. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs). (09)
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12)
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing). (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
07. Discuss the contributions of famous people from the target culture. (09)

Lesson 33: Familiar Commands

Familiar Commands

Standard Benchmark and Indicator

language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)

Lesson 34: Use French to Discuss Career Opportunities

Use French to Discuss Career Opportunities

Standard Benchmark and Indicator

knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
06. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or
07. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means
F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options. (09-12)

F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options. (09-12)
09. Explore and obtain information about careers that require linguistic and cultural proficiency. (09)
10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices. (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12)
07. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school). (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)

Lesson 35: Quarterly Evaluation

No standards for this lesson.

Lesson 36: Final Project: Travel Journal Project

Final Project: French I Travel Journal Project

Standard Benchmark and Indicator

gestures. (09-12)
05. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food). (09)
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12)
08. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. (09)
09. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity). (09)
I. Create presentations on a range of original or authentic expressive products. (09-12)
10. Create and present a narrative (e.g., current events, personal experiences, school happenings). (09)
J. Present information and ideas on a range of topics. (09-12)
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. (09)
S05. Communities: Participate in multilingual communities and cultures at home and around the world.
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12)
01. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). (09)
D. Report information about and personal reactions to various products, media and services of the target culture. (09-12)
05. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate). (09)
S04. Comparisons: Develop insight into the nature of language and culture.
A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12)
01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender). (09)
B. Analyze and explain how the target language and English express meaning through variations in style. (09-12)
02. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register). (09)
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12)
03. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). (09)
04. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). (09)
05. Analyze how the same current issue is covered in the media of the target culture and students' own culture. (09)
S03. Connections: Connect with other disciplines and acquire information.
A. Investigate, analyze and present concepts from across disciplines. (09-12)
01. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). (09)
02. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms). (09)
S02. Cultures: Gain knowledge and understanding of other cultures.

A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12)
01. Investigate and report on cultural events (e.g., rites of passage). (09)
B. Participate in and discuss a wide variety of cultural practices. (09-12)
02. Participate in age-appropriate cultural practices (e.g., music, dance, drama). (09)
03. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings). (09)
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12)
04. Identify and explain cultural and literary elements of a variety of texts. (09)
05. Explain objects, images and symbols of the target culture (e.g., maneki neko <input type="checkbox"/> Japanese cat of happiness and good fortune; Chinese dragon; guyabera <input type="checkbox"/> Mexican short sleeved man's shirt; hijab <input type="checkbox"/> Arab female headcovering; kafeeyah <input type="checkbox"/> Arab male headcovering). (09)
D. Analyze, discuss and report on significant contributions from the target culture. (09-12)
06. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. (09)