

# Global Languages

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## French Novice

At the Novice Level, emphasis is on learners becoming proficient in the four skills of listening, speaking, reading, and writing at a very basic level. The student is introduced to basic vocabulary and grammatical structures and gradually builds a foundation in understanding and communicating in the target language. Students begin to create with the language, engage in interaction in the classroom and beyond, and learn to talk and write about their personal interests and activities. Reading simple texts and listening to native speakers discuss topics familiar to the student help develop comprehension of authentic language as well as insight into cultural similarities and differences. Fundamental grammar concepts are introduced at this level to support effective communication. Interactive computer opportunities enable direct contact to the target language and culture both inside and outside the classroom.

## Communication

### Skills

#### Listening

- Follow simple commands or direction.
- Infer meaning from various authentic texts.
- Understand and identify main ideas and details of selected authentic narratives and conversations from textbooks and other media sources on familiar topics.
- Understand simple questions about personal information and other familiar topics.
- Use information acquired from target language sources to make everyday decisions (e.g., using a weather forecast to make plans).

#### Speaking

- Ask appropriate questions to gather information.
- Express and justify simple needs, wants and opinions.
- Express appropriate emotions and feelings in response to what others say.
- Give basic personal information about self and others.
- Give simple commands to peers.
- Provide simple yet detailed descriptions.
- Respond to questions on familiar topics.
- Use appropriate register and level of formality.

#### Reading

- Follow written instructions and directions.

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- Infer meaning from various authentic texts.
- Sequence events.
- Sort words and phrases into categories.
- Understand and identify main ideas and details from selected authentic narratives and texts from textbooks and other media sources on familiar topics.
- Use information acquired from target language sources to make everyday decisions (e.g., using a newspaper to make plans, an ad to purchase items).

## Writing

- Compose original poems, role-plays, conversations, etc.
- Create and exchange written communications and messages such as letters, notes and e-mails.
- Express needs, wants and opinions.
- Give simple commands and pose questions.
- Write paragraphs and essays on various familiar topics.

## Vocabulary and Structure

- Associate sound and symbols in various combinations.
- Build a foundation of vocabulary, phrases and idiomatic expressions.
- Develop acceptable intonation and pronunciation.
- Identify alphabet and sound symbol relationships.
- Understand and apply basic grammatical concepts (e.g., the concept of gender, word order, verb forms and tenses, agreement).

## Content

### Grammatical Structure

- Demonstrate a control of adjective placement and agreement.
- Demonstrate a control of adverbs of frequency.
- Demonstrate a control of avoir, etre, aller, and other irregular verbs. (faire, prendre, pouvoir, vouloir, répondre, mettre, porter).
- Demonstrate a control of definite, indefinite and partitive articles.
- Demonstrate a control of demonstrative and possessive adjectives.
- Demonstrate a control of -er and some -ir verbs.
- Demonstrate a control of expressing possession with de.
- Demonstrate a control of expressing quantity with de.
- Demonstrate a control of forming commands.
- Demonstrate a control of forming contractions.
- Demonstrate a control of forming questions.

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- Demonstrate a control of forming the negative.
- Demonstrate a control of subject pronouns, object pronouns, direct object pronouns and the pronoun en.
- Demonstrate a control of the future using aller+ infinitive.
- Demonstrate a control of the passé composé.
- Ask about others.
- Ask for and exchange information.
- Ask for and give advice.
- Ask for, give, and refuse permission.
- Express agreement and disagreement.
- Express and ask about likes, dislikes, preferences and opinions.
- Express indecision.
- Express personal needs and find out about others' needs.
- Extend and respond to invitations.
- Formulate and respond to requests.
- Get someone's attention.
- Greet and take leave of people.
- Identify people.
- Inquire about and relate past events.
- Inquire about and share future plans.
- Introduce and describe oneself and others.
- Make a decision and express wishes.
- Make, accept and decline requests.
- Make and answer a telephone call.
- Make and respond to suggestions and excuses.
- Make plans and arrange to meet someone.
- Remind and reassure others.
- Respond appropriately to classroom instructions in French.
- Share confidences and console others.
- Tell someone what to do.
- Topics related to school, sports and free time, the café, family, making plans, shopping, the telephone.

## Communities

### Careers

- ◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Participate in activities with community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language to work with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).

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## Personal Enrichment

- ◇ Develop ability to understand and use the target language and pursue individual interests through the target language (e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.

## Reaching Others

- ◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring, mentoring younger students and assisting others. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and participate in exchange opportunities; and establish connections and communications with the target culture through travel, exchange programs and people in the community.

## Comparisons

### Cultural Comparisons

- Analyze and discuss how various events are/were covered in the media of both the target culture and the United States.
- Analyze similarities and differences between the political systems of the target and home cultures.
- Compare common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture.
- Compare major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion) with those from the student's own culture.
- Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture.
- Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture.
- Compare themes and characters in age appropriate literature from the target culture with those of the home culture.
- Compare typical daily activities and routines of members of the target language community (e.g., school, home, leisure) with those from the student's own culture.
- Compare ways people in the home and target cultures express universal themes (e.g., happiness, sorrow, humor, birth, death).

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- Compare well-known, contemporary people from the target culture (e.g., athletes, artists) with those from the student's own culture.
- Examine the influences of target cultures on the home culture and vice versa (e.g., salsa overtaking catsup as the #1 condiment in the U.S.).

## Linguistic Comparisons

- Compare and contrast how words are interrelated across languages.
- Compare and contrast word order in English and the target language.
- Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement).
- Compare how various linguistic elements are expressed in the target language and in English (e.g., subjunctive, idiomatic expressions, use/nonuse of pronouns).
- Compare sound and writing systems of the target language with the student's own.
- Compare the elements of time and tense of the target language with similar linguistic elements in English.
- Identify and use appropriately familiar/formal forms of language.
- Identify and use cognates and loan words to derive meaning from oral and written texts.
- Identify and use idiomatic expressions to derive meaning from oral and written texts.

## Connections

- ◇ Explore a variety of topics in other disciplines such as:
    - Social Studies/ Citizenship: Identifying & exploring information on selected target language countries and their peoples; labeling maps and identifying land forms, discussing the environment, analyzing current and historical events; discussing global issues (disease, poverty, world conflicts).
    - Arts and Literature: Learning about music, literature, film, cuisine, visual arts, dance.
    - Math: Converting currency, classifying data, organizing and analyzing information, graphing.
    - Science: Learning about the weather and the solar system; developing awareness of environmental issues.
    - Technology: Communicating through e-mail, using various forms of multimedia to practice the language and to present information, using the web for collecting information).
    - Reading/Language Arts: Reading historical and contemporary literature (such as short stories, novels and poems); using print media (such as the internet, periodicals and brochures/pamphlets) to learn about current events; using information to interpret, discuss, and respond to a wide variety of topics; learning reading strategies which can be applied in the classroom and across the entire curriculum.
    - Health/Fitness: Healthy eating habits, exercise (sports, games, dance); healthy lifestyle, (awareness of substance abuse); stress management.
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- Life Skills: Exploring career choices, discussing personal and household responsibilities, discussing character traits (such as trustworthiness, responsibility, caring); describing relationships (with family, friends, and peers); interpreting and following recipes.

## Cultures

- Analyze how people in the target culture view the role of the United States in the world arena.
- Analyze social and geographic factors which affect cultural practices.
- Compare and contrast regionalisms in the target language and culture.
- Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles).
- Explain and discuss aspects of the target culture which may be misunderstood by non-natives (e.g., customs, lifestyles, values).
- Explore typical daily activities, routines, and patterns of behavior of members of the target language community (e.g., school, home, leisure).
- Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations).
- Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members).
- Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion).
- Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles).
- Identify well-known, contemporary people from the target culture (e.g., athletes, artists).
- Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).