

World Languages Learning Goals (coversheet)

"Language and communication are at the heart of the human experience. [For this reason] the major organizing principle in today's world language classrooms is communication. While knowledge of vocabulary and the linguistic system remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction." (Chapter 132, World Languages Section, Learning Results: Parameters for Essential Instruction, Maine Department of Education) This philosophy is evident throughout the Cape Elizabeth District 3-12 World Languages Learning Goals Document.

PRIORITY LEARNING GOALS	SECONDARY LEARNING GOALS
COMMUNICATION (Grades 3-12) <ul style="list-style-type: none">• Interpersonal (participate in conversations)• Interpretive (gain meaning from spoken and written language)• Presentational (express themselves in oral and written presentations)	CULTURE (Grades 3-12) FUNCTIONAL/SITUATIONAL VOCABULARY (Grades 3-12) CONNECTIONS (w/other content areas) (Grades 3-8) INTRODUCING STRUCTURES (Grades 9-12)
STRUCTURE (Grammar) (Grades 7-12)	

Note on format:

1. Grades 3-8 have the same learning goals for both French and Spanish.
2. At the high school level there are separate learning goals for French and Spanish due to differing structural elements between the languages and to specific cultural information.
3. For levels IV and V Spanish at the high school we offer both a Conversation strand and a Literature strand. Each of these strands has separate but overlapping goals that are presented here.

1- The American Council of Teachers of Foreign Language (ACTFL) has guidelines for language proficiency. These standards are alluded to at the high school level.

PRIORITY LEARNING GOALS

GRADE 3

COMMUNICATION

Interpersonal

Students recognize and use appropriate greetings and expressions of courtesy.

Students answer simple questions regarding familiar topics.

Students respond to simple oral directions and commands.

Interpretive

Students comprehend isolated words, phrases and simple sentences in familiar print materials.

Students identify people and objects based on simple oral descriptions.

Presentational

Students write familiar words and phrases.

Students provide simple oral descriptions of people, places and objects.

SECONDARY LEARNING GOALS

CULTURE

Students sing culturally authentic songs.
 Students listen to culturally authentic children's stories.
 Students recognize cultural practices associated with holidays and celebrations.

FUNCTIONAL / SITUATIONAL VOCABULARY

Students recognize and produce vocabulary dealing with topics such as: date, colors, alphabet, body parts, weather, numbers (1-69), feelings, animals, family, and clothing.
 Students express likes, dislikes, agreement and disagreement.

CONNECTIONS

Students develop phonemic awareness (letter/sound correspondence) in the target language as a foundation for reading. Students will begin to recognize similarities and differences between English and the target language and identify cognates.
 Students practice basic numeracy skills such as number progression.
 Students begin to identify the target language in print and media encountered in their everyday life.

PRIORITY LEARNING GOALS

GRADE 4

COMMUNICATION

Interpersonal

Students recognize and use appropriate greetings and expressions of courtesy.

Students answer simple questions regarding familiar topics.

Students respond to simple oral directions and commands.

Interpretive

Students comprehend isolated words, phrases and simple sentences in familiar print materials.

Students identify people and objects based on simple oral descriptions.

Presentational

Students write familiar words and phrases.

Students provide simple oral descriptions of people, places and objects.

SECONDARY LEARNING GOALS

CULTURE

Students sing culturally authentic songs.

Students listen to and participate in choral reading of culturally authentic children's stories.

Students recognize cultural practices associated with holidays and celebrations.

Students recognize the names and geographic location of French/Spanish speaking countries.

FUNCTIONAL / SITUATIONAL VOCABULARY

Students recognize and produce vocabulary dealing with topics such as: transportation, countries, continents, classroom objects, numbers (1-100), senses, fruits and vegetables.

Students express likes, dislikes, agreement and disagreement.

Students present short plays/skits and/or simple short written texts.

CONNECTIONS

Students recognize similarities and differences between English and the target language and identify cognates.

Students identify the target language in print and media encountered in their everyday life.

Students edit for mechanics of writing and conventions of spelling.

Students demonstrate the use of the target language with family and friends.

Students practice basic computation such as addition, subtraction and multiplication facts.

Students identify major geographical features such as continents and oceans.

PRIORITY LEARNING GOALS

<p>GRADE 5 COMMUNICATION Interpersonal Students recognize and use appropriate greetings and expressions of courtesy.</p> <p>Students answer simple questions regarding familiar topics.</p> <p>Students respond to simple oral directions and commands.</p> <p>Students participate in brief guided conversations related to needs, interests, likes, dislikes and states of being.</p> <p>Interpretive Students comprehend isolated words, phrases and simple sentences in familiar print materials.</p> <p>Students identify people and objects based on simple oral and written descriptions.</p> <p>Presentational Students write familiar words and phrases and short sentences.</p> <p>Students provide simple oral and written descriptions of people, places and objects.</p> <p>Students present short plays/skits and/or simple short written texts.</p>	<p>SECONDARY LEARNING GOALS</p> <p>CULTURE</p> <p>Students sing culturally authentic songs.</p> <p>Students listen to and participate in choral reading of culturally authentic children's stories.</p> <p>Students participate in a simulated cultural event such as The World Cup Soccer Tournament.</p> <p>Students select a French/Spanish name to use throughout the year.</p> <p>Students compare cultural products and practices such as foods, dress, dwellings, and celebrations.</p> <p>FUNCTIONAL / SITUATIONAL VOCABULARY</p> <p>Students recognize and produce vocabulary dealing with topics such as sports, seasons, adjectives and emotions, foods, pets, numbers (1-100).</p> <p>Students describe themselves by providing information such as age, residence, family, personal preferences.</p> <p>CONNECTIONS</p> <p>Students recognize similarities and differences between English and the target language and identify cognates.</p> <p>Students identify the target language in print and media encountered in their everyday life.</p> <p>Students effectively plan and revise their writing including the mechanics of writing and conventions of spelling.</p> <p>Students demonstrate the use of the target language with family and friends.</p> <p>Students practice basic computation such as addition, subtraction and multiplication facts.</p>
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PRIORITY LEARNING GOALS

GRADE 6

COMMUNICATION

Interpersonal

Students ask and answer simple oral questions regarding familiar topics.

Students give and respond to simple oral directions and commands.

Students participate in brief guided conversations on a variety of everyday topics.

Interpretive

Students comprehend main ideas and identify details from simple oral and written texts.

Students identify people and objects based on oral and written descriptions.

Presentational

Students write familiar words and phrases and short sentences.

Students provide simple oral and written descriptions of people, places and objects.

Students present short plays/skits and/or simple short written texts.

SECONDARY LEARNING GOALS

CULTURE

Students sing culturally authentic songs.

Students listen to and participate in choral reading of culturally authentic children's stories.

Students participate in a simulated cultural events such as LeMans, Bastille Day, Quinceañera and San Fermín.

Students compare cultural products and practices such as foods, dress, dwellings, and celebrations.

Students recognize and use appropriate forms of address and courtesy expressions.

FUNCTIONAL / SITUATIONAL VOCABULARY

Students recognize and produce vocabulary dealing with topics such as community, directions, house, professions, numbers (100+), time, subject pronouns and verbs.

Students interview each other, providing information such as age, residence, family, description, pastimes, feelings, pets, and personal preferences.

CONNECTIONS

Students discuss similarities and differences between English and the target language and identify cognates.

Students identify the target language in print and media encountered in their everyday life.

Students use ELA reading strategies to understand simple texts.

Students effectively plan and revise their writing including the mechanics of writing and conventions of spelling.

Students demonstrate the use of the target language with family and friends.

Students practice computation such as addition, subtraction, factoring, multiplication and division facts.

PRIORITY LEARNING GOALS

GRADE 7

COMMUNICATION

Interpersonal

Students ask and answer simple oral and written questions regarding familiar activities.

Students give and respond to simple oral and written directions and commands and make routine requests in the classroom.

Students will participate in conversations on a variety of everyday topics.

Interpretive

Students identify main ideas, topics and details from simple oral and written texts.

Presentational

Students write a short paragraph on a variety of topics.

Students produce and present simple creative works orally and in writing.

Students give short oral and written presentations pertaining to everyday life.

STRUCTURE

Students communicate in sentences using elements such as nouns, verbs, adjectives, and articles.

Students recognize the correct form of present tense regular verbs and such irregular verbs as to have, to be, and to go.

SECONDARY LEARNING GOALS

CULTURE

Students use geography terms in Fr/Sp and identify countries and capitals. Students learn about and participate in age-appropriate cultural practices and products such as games, songs, celebrations, holidays, foods, school, sports, pastimes, and family.

FUNCTIONAL / SITUATIONAL VOCABULARY

Students discuss a variety of topics such as sports, family, pets, school supplies, classes, classroom phrases, schedule, time, pastimes activities, weather, numbers, and body parts.

Students engage in simple conversations expressing likes, dislikes, agreement and disagreement.

Students describe themselves and their family.

CONNECTIONS

Students discuss similarities and differences between English and the target language and identify cognates.

Students use technology to read, listen to and view authentic on-line materials in the target language.

Students apply knowledge from other content areas (such as ELA, social studies, science, math, research and technology) to target language tasks.

Students use ELA reading strategies to understand simple texts.

Students use the writing process learned in ELA when writing in the target language.

Students learn keyboarding skills specific to the target language.

Students demonstrate the use of the target language with family and friends.

Students use the language within and beyond the classroom through activities such as valentines for hospital patients, bilingual story hour, and dramatic performances.

PRIORITY LEARNING GOALS

GRADE 8

COMMUNICATION

Interpersonal

Students ask and answer oral and written questions regarding familiar activities
 students give and respond to simple oral and written directions and commands and make
 routine requests in the classroom
 Students participate in conversations on a variety of everyday topics

Interpretive

Students identify main ideas, topics and details from simple oral and written texts

Presentational

Students write short paragraphs on a variety of topics.

Students produce and present simple creative works orally and in writing.

Students give oral and written presentations pertaining to everyday life.

STRUCTURE

Students communicate in sentences using elements such as nouns, verbs, adjectives, and
 articles.
 Students use the correct form of present tense regular verbs and such irregular verbs as to
 have, to be, and to go.

SECONDARY LEARNING GOALS

CULTURE

Students identify key geographical and political features of French/Spanish
 speaking countries.
 Students learn about and participate in age appropriate cultural practices and
 products such as games, music, celebrations, holidays, foods, school, sports,
 pastimes, and family.

FUNCTIONAL / SITUATIONAL VOCABULARY

Students discuss a variety of topics such as food, restaurant, clothing, chores,
 shopping, house, furniture, town, travel, daily activities, numbers, weather,
 and body parts.

Students engage in conversations expressing likes, dislikes, agreement and
 disagreement.

Students participate in conversations incorporating different verb structures such
 as the past tense, imperative, future, and reflexive.

CONNECTIONS

Students use technology to read, listen to, view, and research authentic on-line
 materials in the target language.

Students apply knowledge from other content areas (such as ELA, social studies,
 science, math, research and technology) to target language tasks.

Students use ELA reading strategies to understand simple texts.

Students use the writing process learned in ELA when writing in the target
 language.

Students demonstrate keyboarding skills specific to the target language.

Students demonstrate the use of the target language in the community.

Students use the language within and beyond the classroom through activities
 such as valentines for hospital patients, bilingual story hour, and dramatic
 performances.

PRIORITY LEARNING GOALS

SECONDARY LEARNING GOALS

<p>SPANISH I</p> <p>COMMUNICATION</p> <p>Interpersonal Students will communicate at a novice- mid level (ACTFL guidelines) in an on-demand interview and situational dialogues.</p> <p>Students will be able to use the target language to participate in discussion with teacher and peers.</p> <p>Interpretive Students will be able to demonstrate comprehension of a short sample of spoken language.</p> <p>Students will be able to demonstrate comprehension of simple texts on familiar topics written in the target language.</p> <p>Presentational Students will use the writing process to produce short texts in the target language.</p> <p>STRUCTURE</p> <p>Students will be able to identify the relationship between subject and verb ending in regular verbs.</p>	<p>CULTURE</p> <p>Students will be able to identify countries and capitals where the language is spoken.</p> <p>Students will be able to recognize the cultural differences between their lives and Spanish-speaking countries in regards to greetings, school, pastimes, free time, family.</p> <p>FUNCTIONAL/SITUATIONAL VOCABULARY</p> <p>Students will be able to greet people and introduce themselves and others.</p> <p>Students will be able to express likes and dislikes and why.</p> <p>Students will be able to discuss their free time activities and make plans.</p> <p>Students will be able to discuss what they do in a typical week.</p> <p>Students will be able to describe their family.</p> <p>INTRODUCING STRUCTURES</p> <p>Students will recognize nouns, verbs, adjectives and articles in sentences written in the target language.</p> <p>Students will identify and use the coding of the present tense of regular verbs and IR, HACER, TENER, ESTAR, SER, GUSTAR and QUERER.</p>
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PRIORITY LEARNING GOALS

<p>SPANISH II COMMUNICATION Interpersonal Students will communicate at a novice-high level (ACTFL guidelines) in an on-demand interview and situational dialogues.</p> <p>Interpretive Students are able to identify the general meaning of a short sample of spoken language on a familiar topic.</p> <p>Students are able to locate information from written texts such as menus, schedules, timetables, maps, etc.</p> <p>Presentational Students are able to present information at the novice high level in situational or presentational oral tasks.</p> <p>Students are able to write a 75 word personal narrative using basic cohesive devices.</p> <p>STRUCTURE Students will be able to identify the relationship between subject and verb ending in regular verbs plus common irregular verbs in the present tense.</p>
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SECONDARY LEARNING GOALS

<p>CULTURE Students can identify on a map the Spanish-speaking countries in the world as well as capitals and any major geographical features.</p> <p>Students will explore the province of Andalusia specifically the cities of Sevilla, Córdoba, and Granada. Students will also learn the history of flamenco.</p> <p>Students will investigate schooling in Hispanic countries throughout the world.</p> <p>Students will learn about the formation of Texas including basic information on the Spanish American War and the Spanish missions.</p> <p>Students will explore “regateo” in the Hispanic market place, as well as shopping in various Hispanic countries.</p> <p>Student will learn about important holidays of the Hispanic culture.</p> <p>FUNCTIONAL/SITUATIONAL VOCABULARY</p> <p>Student will be able to talk their daily routine and household chores. Student will be able to describe pastimes and hobbies. Student will be able to discuss their classes and schedules. Student will be able to describe their health routine and eating habits. Student can describe a city and give directions around a city.</p> <p>INTRODUCING STRUCTURES</p> <p>Students will recognize subjects, nouns, verbs, adjectives and articles in sentences written in the target language.</p> <p>Students will identify and use the coding of the present and preterit tenses of regular verbs, reflexive verbs and IR, HACER, SER, ESTAR, TENER.</p>

PRIORITY LEARNING GOALS

SPANISH III

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-low level (ACTFL guidelines) in an on-demand interview.

Interpretive

Students are able to identify the detailed meaning of a short sample of spoken language on familiar topics.

Students are able to identify the main idea and some supporting details of a short written passage.

Presentational

Students are able to communicate at the intermediate-low level in situational or presentational oral tasks.

Students are able to produce an essay of 100-120 words using intermediate cohesive devices.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, and adverbs in sentences written in the target language.

Students are able to identify and use the coding of the present, and preterit tenses of common regular and irregular verbs.

SECONDARY LEARNING GOALS

CULTURE

Students will locate and identify countries, continents, and geographical landmarks of the Spanish-speaking world.

Students will know basic facts and cultural aspects of Spain, Mexico and Argentina.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will describe train travel using appropriate language.

Students will compare the features of two hotels.

Students will describe childhood pastimes.

Students will compare life in the country with life in the city.

Students will explain the process of preparing a typical dish of the target culture.

INTRODUCING STRUCTURES

Students will begin to identify and use the coding of the future, imperfect and irregular preterit verbs.

Students will begin to identify and use the direct and indirect object pronouns.

PRIORITY LEARNING GOALS

SPANISH IV CONVERSATION

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-mid level (ACTFL guidelines) in an on-demand interview or situational conversation.

Interpretive

Students are able to identify the detailed meaning of a longer sample of spoken language.

Students are able to identify the main idea and some supporting details of short and long informational written passages.

Presentational

Students are able to present information on a topic of personal interest in the target language.

Students are able to produce an essay of 150 words using intermediate cohesive devices.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences written in the target language.

Students are able to identify and use the coding of the present, preterit, and imperfect tenses of regular verbs

SECONDARY LEARNING GOALS

CULTURE

Students will identify on a map countries and geophysical landmarks relevant to the target language.

Students will learn about the lives of famous Hispanic Americans.

Students will show knowledge of current events in the target culture.

Students will know cultural traits of target language countries.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will talk about housing, real estate and chores

Students will describe the needs of their community and explaining how they can help

Students will discuss the environment and environmental needs

Students will discuss careers and the job market

INTRODUCING STRUCTURES

Students will begin to identify and use the coding of the future, conditional and present perfect of the indicative.

Students will begin to identify and use commands and some noun clauses with the present subjunctive tense

PRIORITY LEARNING GOALS

SECONDARY LEARNING GOALS

SPANISH IV LITERATURE COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-mid level (ACTFL guidelines) in an on-demand interview and situational conversations.

Interpretive

Students are able to identify the detailed meaning of a longer sample of spoken language.

Students are able to identify the main idea and supporting details of various genres: short stories, poetry, print media.

Students will begin to analyze an author's use of language and literary devices within texts written in the target language.

Presentational

Students are able to complete an oral presentation on a self-selected topic.

Students are able to produce an essay of 150 words using intermediate cohesive devices.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences.

Students are able to identify and use the coding of the present, present perfect, future, preterit, and imperfect tenses.

CULTURE

Students will investigate various artists

Students will recognize the status of the major Hispanic groups in the US

FUNCTIONAL/SITUATIONAL VOCABULARY

Student will give a detailed description of a work of art.

Student will talk about literary texts using appropriate terminology.

Students will summarize a text using vocabulary consistent with the reading sample.

Students will express opinion with appropriate phrases.

Students will incorporate thematic vocabulary (art, science, environment, culture) into writing and speaking.

INTRODUCING STRUCTURES

Students will begin to identify and use the conditional, present perfect tenses, as well as the present subjunctive in commands and some noun clauses.

PRIORITY LEARNING GOALS

**SPANISH V CONVERSATION
COMMUNICATION**

Interpersonal

Students are able to communicate at the intermediate-high level (ACTFL guidelines) in an on-demand interview and impromptu situational conversation.

Interpretive

Students are able to identify the detailed meaning of a longer sample of spoken language.

Students are able to identify the main idea and important supporting details of informational texts.

Presentational

Students are able to produce an essay of 200 words expressing their viewpoint on cultural topics.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences written in the target language.

Students are able to identify and use the coding of the present, preterit, and imperfect tenses

SECONDARY LEARNING GOALS

CULTURE

Students will be able to identify contemporary issues in Spain and Latin America.

Students will be able to articulate the perspectives embodied in the Hispanic culture and their unique differences and similarities.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will use clarifying questions to elicit responses from classmates.

INTRODUCING STRUCTURES

Students identify and use the future, conditional and present perfect as well as present subjunctive in commands and in common noun clauses.

PRIORITY LEARNING GOALS

SECONDARY LEARNING GOALS

SPANISH V LITERATURE

COMMUNICATION

Interpersonal

Students will communicate at the intermediate-high level (ACTFL) in on-demand interviews, debates and situational conversations.

Interpretive

Students are able to identify the detailed meaning of short/long AP dialogues and narratives.

Students are able to identify literary devices such as point of view, narrative voice, tone, etc. in texts written in the target language.

Students will analyze an author's use of language and literary devices within texts written in the target language.

Presentational

Students are able to defend an opinion regarding other cultures, academic, disciplines or international topics in a prepared oral presentation.

Students are able to produce a 200 -word integrated skills AP essay, as well as narrative and persuasive essay.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences.

Students are able to identify and use the coding of the all tenses in both the indicative and subjunctive moods.

CULTURE

Students will know basic historical facts and cultural traits of the target language country or countries, including the range of languages spoken

Students will show knowledge of current events in the target language culture or cultures

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to discuss literary works using appropriate vocabulary

Students will be able to analyze, synthesis and express their opinions using vocabulary words and idiomatic expressions in preparation for the Spanish language AP exam

Students will have a working vocabulary to discuss the various historical periods and social issues covered throughout the year

INTRODUCING STRUCTURES

Students begin work with tense sequencing.

PRIORITY LEARNING GOALS

**SPANISH VI LITERATURE
COMMUNICATION**

Interpersonal

Students are able to communicate at the intermediate-high level (ACTFL) in on-demand interviews, debates and situational conversations.

Interpretive

Students are able to identify the detailed meaning of short/long AP dialogues and narratives.

Students are able to identify literary devices such as point of view, narrative voice, tone, etc. in texts written in the target language.

Students will analyze an author's use of language and literary devices within texts written in the target language.

Presentational

Students are able to defend an opinion regarding other cultures, academic, disciplines or international topics in a prepared oral presentation.

Students are able to produce a 200 -word integrated skills AP essay, as well as opinion essay.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences.

Students are able to identify and use the coding of the all tenses in both the indicative and subjunctive moods

SECONDARY LEARNING GOALS

CULTURE

Students will know basic historical facts and cultural traits of the target language country or countries, including the range of spoken language

Students will show knowledge of current events in the target language culture or cultures

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to discuss literary works using appropriate vocabulary

Students will be able to analyze, synthesis and express their opinions using vocabulary words and idiomatic expressions in preparation for the Spanish language AP exam

Students will have a working vocabulary to discuss the various historical periods and social issues covered throughout the year

INTRODUCING STRUCTURES

Students begin work with tense sequencing

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PRIORITY LEARNING GOALS

SECONDARY LEARNING GOALS

FRENCH I

COMMUNICATION

Interpersonal

Students will communicate at a novice- mid level (ACTFL guidelines) in an on-demand interview and situational dialogues.

Interpretive

Students will be able to demonstrate comprehension of a short sample of spoken language

Students will be able to demonstrate comprehension of simple texts on familiar topics written in the target language

Presentational

Students will use the writing process to produce short texts of 50 words in the target language

STRUCTURE

Students will be able to identify the relationship between subject and verb ending in regular verbs.

CULTURE

Students will be able to identify major cities (10) and geographical features of France.

Students will be able to identify places in the world (Europe, Africa, the America's) where French is spoken.

Student will be able to identify similarities and differences between their lives and the French-speaking world with regards to greetings, meals, school, work, free time

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to greet people and introduce themselves and others.

Students will be able to discuss their free time activities and make plans.

Students will be able to discuss what they do in a typical week.

Students will be able to describe their family.

INTRODUCING STRUCTURES

Students are able to recognize most common parts of speech, including nouns, verbs, adjectives and articles in sentences

Students are able to identify and use the coding of: the present tense and commands of regular "er" verbs and the irregular verbs, AVOIR, ETRE, ALLER, FAIRE:

noun/adjective placement and agreement.

PRIORITY LEARNING GOALS

FRENCH II

COMMUNICATION

Interpersonal

Students will communicate at a novice- high level (ACTFL guidelines) in an on-demand interview and situational dialogues and role plays.

Interpretive

Students are able to identify the general meaning of a short sample of spoken language on a familiar topic.

Students are able to locate information from written texts such as menus, schedules, timetables, maps, etc.

Presentational

Students are able to present information at the novice high level in situational or presentational oral tasks.

Students are able to write a 75 word personal narrative using basic cohesive devices.

STRUCTURE

Students will be able to identify the relationship between subject and verb ending in regular verbs plus common irregular verbs in the present tense.

SECONDARY LEARNING GOALS

CULTURE

Students will learn about homes in francophone countries.
Students will learn about French meals and courses.

Students will learn about the Island of Martinique.
Students will learn about French school life.

Students will learn about the Touraine region and French Chateaux.
Students will learn about the Ivory Coast in Africa.

FUNCTIONAL/SITUATIONAL VOCABULARY

Student will be able to characterize themselves and others

Student will be able to make purchases and give advice

Student will be able to give compliments and ask for directions

Student will be able to ask how someone is feeling and make suggestions

Student will be able to relate a series of events

Students will be able to express concern and ask for opinion

INTRODUCING STRUCTURES

Students are able to recognize subjects, verbs, nouns, object pronouns, adjectives and articles in sentences.

Student are able to identify and use the coding of: the present tense, commands, and preterit tenses of regular "er", "ir", and "re" verbs and the irregular verbs, AVOIR, ETRE, ALLER, FAIRE, PRENDRE, METTRE, VOULOIR, POUVOIR and noun/adjective placement and agreement.

PRIORITY LEARNING GOALS

FRENCH III

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-low level (ACTFL guidelines) in an on-demand interview.

Interpretive

Students are able to identify the detailed meaning of a short sample of spoken language.

Students are able to identify the main idea and some supporting details of a short written passage.

Presentational

Students are able to communicate at the intermediate-low level in situational or presentational oral tasks.

Students are able to produce an essay of 100-120 words using intermediate cohesive devices.

STRUCTURE

Students are able to identify subjects, verbs, nouns, adjectives, adverbs, articles, object pronouns, and in sentences

Students are able to identify and use the coding of: the present, preterit, imperfect, and future tenses of all regular and selected irregular verbs.

SECONDARY LEARNING GOALS

CULTURE

Students will learn about the French Impressionists.
Students will learn about French meals and prepare a dish.
Students will learn about French hotels and vacations.
Students will learn about French holidays and celebrations.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will know movie, theater and museum vocabulary.
Students will know how to travel by train and airplane.
Students will be able to order in a restaurant.
Students will know how to reserve and pay for a hotel room.

INTRODUCING STRUCTURES

Students will begin to identify and use the conditional tense; noun/adjective placement and agreement; and object pronoun usage.

PRIORITY LEARNING GOALS

FRENCH IV

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-mid level (ACTFL guidelines) in an on-demand interview and situational conversations.

Interpretive

Students are able to identify the detailed meaning of a longer sample of spoken language.

Students are able to identify the main idea and supporting details of various genres: short stories, poetry, print media.

Presentational

Students are able to present information on a topic of personal interest in the target language.

Students are able to produce an essay of 150 words using intermediate cohesive devices on a familiar topic.

STRUCTURE

Students are able to identify subjects, verbs, nouns, adjectives, adverbs, articles, and pronouns in sentences.

Students are able to identify, and use the coding of: present, preterit, imperfect, future, and conditional tenses of all regular and selected irregular verbs; articles; noun/adjective placement and agreement; pronouns.

SECONDARY LEARNING GOALS

CULTURE

Students will be able to identify and describe major geography, the culinary traditions, the literary traditions, the economy, and the history of selected regions of France.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to describe life in selected regions of France.

Students will be able to discuss various literary works, identifying major details and formulating a personal reaction to the text.

INTRODUCING STRUCTURES

Students will begin to identify and use: past conditional, the pluperfect and the present subjunctive tenses; and interrogative, possessive and demonstrative pronouns.

PRIORITY LEARNING GOALS

FRENCH V AP

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-high level (ACTFL guidelines) in an on-demand interview and impromptu situational conversation.

Interpretive

Students are able to identify the detailed meaning of short/long AP dialogues and narratives.

Students are able to identify literary devices such as point of view, narrative voice, tone, etc. in texts.

Students begin to analyze an author's use of language and literary devices within texts written in the target language.

Presentational

Students are able to write a 200 word narrative or persuasive essay, or an essay expressing an opinion.

Students are able to defend an opinion, argument or point of view regarding other cultures, academic disciplines or international topics in a prepared, edited text in the target language.

STRUCTURE

Students are able to identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs in sentences written in the target language.

Students are able to identify, use the coding of: the indicative mood (present, past tenses, future, conditional and the perfect tenses) and the present subjunctive mood; relative pronouns; and relative clauses.

SECONDARY LEARNING GOALS

CULTURE

Students will be able to demonstrate basic historical facts and cultural traits of France.

Students show knowledge of current events in the target language culture or cultures.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to discuss and analyze literary pieces; and synthesize and express their opinions regarding these works using vocabulary words and idiomatic expressions in preparation for the French language AP exam

INTRODUCING STRUCTURES

Students will learn idiomatic uses of common structures and vocabulary and study the exceptions to conventional rules.

PRIORITY LEARNING GOALS

FRENCH VI AP

COMMUNICATION

Interpersonal

Students are able to communicate at the intermediate-high level (ACTFL guidelines) in an on-demand interview, in discussions, and in situational dialogs.

Interpretive

Students are able to communicate at the intermediate-high level (ACTFL guidelines) in an on-demand interview, in discussions, and in situational dialogs.

Students are able to identify the detailed meaning of short/long AP dialogues and narratives.

Students are able to identify literary devices such as point of view, narrative voice, tone, etc. in texts written in the target language.

Students will analyze an author's use of language and literary devices within texts written in the target language.

Presentational

Students are able to defend an opinion regarding other cultures, academic, disciplines or international topics in a prepared oral presentation.

Students are able to produce a 200 -word integrated skills AP essay, as well as opinion essay.

STRUCTURE

Students are able to consistently identifying subjects, verbs, nouns, adjectives, adverbs articles, and pronouns in sentences.

Students are able to identify, and use the coding of: the indicative mood (present, past tenses, future and conditional tenses) and subjunctive mood (present and past);

SECONDARY LEARNING GOALS

CULTURE

Students will be able to demonstrate basic historical facts and cultural traits of the target language country or countries.

Students show knowledge of current events in the target language culture or cultures.

FUNCTIONAL/SITUATIONAL VOCABULARY

Students will be able to discuss and analyze literary pieces; and synthesize and express their opinions regarding these works using vocabulary words and idiomatic expressions in preparation for the French language AP exam

INTRODUCING STRUCTURES

Students will learn idiomatic uses of common structures and vocabulary and study the exceptions to conventional rules.