

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**World Language**

<b><i>Mission Statement</i></b>	<p>Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures.</p>
<b><i>Course Sequence</i></b>	<p><u>French</u>  French I  French II or French II Honors  French III  French IV  AP French</p> <p><u>German</u>  German I  German II or German II Honors  German III  German IV  AP German</p> <p><u>Spanish</u>  Spanish I  Spanish II or Spanish II Honors  Spanish III or Spanish III Honors  Spanish IV  Spanish V or AP Spanish</p>

***Course Framework***

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	<b>French I</b>  8-12  2 semesters  None
<b>Course Description</b>	In this introductory course in French, the student practices the basic skills and concepts involved in language learning: listening, speaking, reading and writing. The course text accentuates communicative skills while enriching the study of the French language with materials relating to the people and the way of life in French-speaking countries around the world. All channels of learning are utilized: visual, auditory, and kinesthetic; the latter occurs through homework, skits, poster projects, and student-generated materials.
<b>District-approved Materials and/or Resources</b>	<i>Discovering French, Bleu:</i> McDougal Littell

<b>Unit of Study: major topics</b>	<b>Chapitre 1 “Salut, les copains ”</b>	<b>Resources that will support Instruction:</b> Bien Dit 1 Textbook Workbook Bien Dit 1 DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<p><b>Skill Attainment</b></p> <p><b>Comprehension:</b> Students will learn the basics of introductions and meeting people exchange greetings. Students will learn how to ask about someone’s age. Students will learn basic classroom commands.</p> <p><b>Thematic Vocabulary:</b> Students will learn the vocabulary associated with meeting people and learn to count in French from 1 – 100.</p> <p><b>Accuracy of Expression:</b> Students will learn to recite the French alphabet, and will be introduced to the concept of gender in French grammar. Students will practice identifying subjects and verbs, will learn French subject</p>	

	<p>pronouns, and the concept of two forms of “you,” (tu,vous).</p> <p><b>Cultural links:</b> Students will begin learning about the French culture discovering Paris and her surroundings.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio CD activities on town</li> <li>• Workbook activities</li> <li>• Students will create a poster of a star, with descriptors</li> <li>• Students will describe a family member</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students will survey class members regarding activities</li> <li>• Reading: poetry of Maurice Carême</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on irregular verbs</li> <li>• Quiz on adjectives</li> <li>• Test on Chapitre 1</li> <li>• dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 2 “Qu’est-ce que te plaît ? ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 1 Workbook Bien Dit 1 DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b>  <b>Comprehension:</b> Students will talk about likes and dislikes. Students will agree and disagree. Students will learn to inquire about preferences and talk about how often they do things and how well they do it.	

	<p><b>Thematic Vocabulary:</b> Students will learn the vocabulary associated with things they and French teen-agers like or like to do.</p> <p><b>Accuracy of Expression:</b> Students will learn how to form a question. Students will learn and use definite articles, -er verbs, irregular plurals, contractions with à and conjunctions.</p> <p><b>Cultural Links:</b> Students will learn about traditional dance in Brittany and soccer in Africa, as well as the “Maison des jeunes.”</p>	
<p><b>Assessments</b></p>	<p><u>Performance tasks</u></p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will create a poster of a star, with descriptors</li> <li>• Students will describe a family member</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will survey class members regarding activities</li> <li>• Students will study and respond to a painting by Duverger</li> </ul>	<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on -er verbs</li> <li>• Quiz on contractions with à</li> <li>• Quiz on definite articles</li> <li>• Test on Chapitre 2</li> <li>• dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 3 “Qu’est-ce que te plaît ? ”</b>	<b>Resources that will support Instruction :</b> textbook: Bien Dit 1 Workbook Bien Dit 1 DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<p><b><i>Skill Attainment</i></b></p> <p><b>Comprehension:</b>  Students will learn about and describe people. Students will ask for and give opinions. Students will identify family members and ask about someone’s family.</p> <p><b>Thematic Vocabulary:</b>  Students will learn the vocabulary associated with things they and French teen-agers like or like to do.</p> <p><b>Accuracy of Expression:</b>  The irregular verb être. <b>Adjective agreement, possessive adjectives, and more irregular adjectives (beau, nouveau, vieux).</b> Contractions with <b>de</b>.</p> <p><b>Cultural Links:</b>  Students will begin their exploration of the Francophone world by reading about Quebec.</p>	
French I	Page 7 of 14	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Research and create a travel brochure on Quebec City and Montreal</li> <li>• Describe a picture in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will describe a family member</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will create a chart of their family tree</li> <li>• With descriptors (names, ages, physical &amp; personality characteristics)</li> <li>• Students will takes take turns using être and the new</li> <li>• Adjectives to describe people they know</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on être</li> <li>• Quiz on contractions with de</li> <li>• Quiz on adjectives</li> <li>• Test on Chapitre 3</li> <li>• dictée</li> </ul>



<b>Unit of Study: major topics</b>	<b>Chapitre 4</b> <b>« Mon année scolaire »</b>	<b>Resources that will support Instruction :</b> textbook: Bien Dit 1 Workbook Bien Dit 1 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<p><b><i>Skill Attainment</i></b></p> <p><b>Comprehension:</b>  Students will learn to ask about classes. Students will ask for and give opinions. Students will tell what they need and ask others what they need. Students will inquire about and buy something.</p> <p><b>Thematic Vocabulary:</b>  Students will learn colors, numbers (31-201), the days of the week, how to tell time, and school subjects and supplies.</p> <p><b>Accuracy of Expression:</b> Regular -re verbs. Irregular verb spellings – ger, -cer, and préférer and acheter. Adjectives as nouns. Agreement with numbers.</p>	

	<p><b>Cultural Links:</b> Comparisons to the French schools, i.e., school calendar, school vacation, class schedule, requirements (le bac).</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Situational role-plays &amp; interviews</li> <li>• Describe a picture in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will create the ideal schedule for the School of the future</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on –re verbs, -ger, -cer verbs</li> <li>• Quiz on acheter, préférer</li> <li>• Quiz on colors as adjectives</li> <li>• Test on Chapitre 4</li> <li>• dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 5 « Le Temps Libre »</b>	<b>Resources that will support Instruction :</b> textbook: Bien Dit 1 Workbook Bien Dit 1 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a -- Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<p><b><u>Skill Attainment</u></b></p> <p><b>Comprehension:</b>  Students will learn to ask about interests and tell about interests. Students will ask how often someone does an activity. Students will extend, accept, and refuse an invitation. Students will make plans.</p> <p><b>Thematic Vocabulary:</b>  Students will learn sports and leisure activities, months of the year, talk about the weather.</p> <p><b>Accuracy of Expression:</b>  Irregular verbs faire, aller, venir, near future and recent past. Question words. Idioms with avoir.</p>	

	<p><b>Cultural Links:</b>  French sports, comparisons to the French schools, i.e., sports, Fahrenheit vs. Celsius.</p> <p>The students will also be familiarized with western France – the geographic location, history, and cultural practices.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Students will write a postcard describing an imaginary vacation in a French-speaking country</li> <li>• Situational role-plays</li> <li>• Describe a picture in pairs</li> <li>• Quiz on avoir expressions</li> <li>• Reading for information</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will perform surveys and interviews using</li> <li>• Thematic vocabulary and grammar</li> <li>• Students will create a skit to talk about the</li> <li>• Seasons, months of the year, and weather.</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on faire, venir, aller</li> <li>• Quiz on recent past and near future</li> <li>• Quiz on question words</li> <li>• Oral quiz / partner skit</li> <li>• Quiz on avoir expressions</li> <li>• Watch and respond to dvd</li> <li>• Dictée</li> <li>• Test on Chapter 5</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 6</b> <b>« Bon appétit ! »</b>	<b>Resources that will support Instruction :</b> textbook: Bien Dit 1 Workbook Bien Dit 1 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<p><b><u>Skill Attainment</u></b></p> <p><b>Comprehension:</b>  Students will learn to offer, accept, and refuse food. Students will ask for and give an opinion. Additionally, they will inquire about food and place an order. Students will ask about prices and pay the check.</p> <p><b>Thematic Vocabulary:</b>  Students will learn food and related vocabulary, i.e., hunger and thirst.</p> <p><b>Accuracy of Expression:</b>  Regular –ir verbs, irregular verbs prendre and vouloir, imperative commands. Partitive articles.</p> <p><b>Cultural Links:</b>  French vs. American meals, regional cuisine, food preferences, table</p>	

	<p>etiquette, and eating habits. French currency (euro)</p> <p>The students will continue to explore western France – the geographic location, history, and cultural practices.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Students will create a menu with pictures and prices</li> <li>• Situational role-plays</li> <li>• Describe a picture in pairs</li> <li>• Computer activities to review verbs</li> <li>• Watch and respond to dvd</li> <li>• Reading for information</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will perform surveys and interviews using</li> <li>• Thematic vocabulary and grammar</li> <li>• Students will assimilate their own café day</li> <li>• (Customer/waiter interaction)</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on –ir verbs, prendre, vouloir</li> <li>• Quiz on partitive and indefinite articles</li> <li>• Oral quiz / partner ski</li> <li>• Dictée</li> <li>• Test on Chapter 5</li> </ul>