



OHIO Communication Learning Standard: K-12 World Languages

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)

- Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recording messages; personal anecdotes; and narratives in the language.
- They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts.
- Learners derive meaning through the use of listening, viewing and reading strategies.
- Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)

- Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.
- Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

C. Presentational Communication (Speaking/Signing and Writing)

- Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.
- Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression.
- Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity to the active negotiation of meaning exists.

OHIO Cultures Learning Standard: K-12 World Languages

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Novice-Mid Proficiency Range: Communication

Functions: Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.

Contexts/Content: Able to function in some personally relevant contexts on topics that relate to basic biographical information.

(ODE Standards Alignment Tool for Communication, 2014)

Novice-Mid Proficiency Range: Cultures

Cultural Awareness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

(ODE Standards Alignment Tool for Communication, 2014)

Current textbook resource:

**Discovering French Bleu 2001 BHS
French is Fun Book 1 (Amsco, 2012) BMS**

Functions	Structures	Cultural Contexts
<p>Practice greetings and expressions of courtesy</p> <p>Exchange personal information such as names, phone numbers, origin, and profession</p> <p>Talk about after school activities</p> <p>Talk about possessions</p> <p>Say what you like and do not like</p> <p>Ask opinions</p> <p>Agreeing and disagreeing</p> <p>Describe yourself and others</p> <p>Identify people and things</p> <p>Talk about daily schedules</p> <p>Discuss what you do and have to do in classes and how often</p> <p>Describe your classes and classroom objects</p> <p>Talk about foods and beverages</p> <p>Talk about your family</p> <p>Ask and tell ages</p> <p>Express possession</p> <p>Discuss your feelings</p> <p>Talk about the calendar with dates, days and numbers</p> <p>Money and prices</p> <p>Describe places in town</p> <p>Describe houses</p> <p>Giving directions</p> <p>Order from a menu</p> <p>Talking about food/eating habits</p> <p>Say what you are going to do in the immediate future</p> <p>Describe people and locations</p> <p>Talk about sports and activities</p> <p>Talk about parts of the body</p> <p>Talk about health and feelings</p> <p>Ask and answer questions</p> <p>Give commands/instructions</p>	<p>Common Francophone names (French, African, etc.)</p> <p>French Alphabet</p> <p>French pronunciation</p> <p>Colors</p> <p>Accent marks (names, sounds, role in language, common patterns)</p> <p>Numbers 0-100,000,000</p> <p>Indefinite articles</p> <p>Definite articles</p> <p>Possessive articles</p> <p>Idiomatic avoir expression for telling age</p> <p>Common expressions for greeting, presenting, introducing people (je m'appelle, tu t'appelles comment, etc.)</p> <p>Common expressions for pointing people/things out (voici, voilà, c'est, etc.)</p> <p>Common nationalities (américain(e), anglais(e), français(e), canadien(ne), etc.)</p> <p>Common expressions for discussing where one is from (je suis de, tu es d'où?, etc.)</p> <p>Common expressions for discussing how one is feeling</p> <p>Idiomatic avoir expressions for hunger/thirst</p> <p>Common café expressions for ordering (je voudrais, donne-moi, donnez-moi, s'il te plait, s'il vous plait, etc.)</p> <p>Common café menu items</p> <p>Common money expressions (combien coûte, prête-moi, etc.)</p> <p>Telling time expressions</p> <p>12 hour/24 hour clock</p> <p>Days of the week</p> <p>Month of the year</p> <p>Seasons</p> <p>Weather expressions</p> <p>Discussing temperature</p> <p>Major Francophone metropolitan areas</p> <p>Common modal expressions (j'aime, je n'aime pas, je voudrais, je veux, je ne veux pas, je dois, etc.)</p> <p>Common –ER activity verbs (nager, manger, danser, jouer, manger, etc.)</p>	<p>Francophone countries and regions of France</p> <p>How the French language works</p> <p>Personal identity</p> <p>Family life</p> <p>Activities and places outside of school</p> <p>School life and objects</p> <p>Personality traits and characteristics</p> <p>Daily schedules</p> <p>Foods and beverages</p> <p>Eating at Restaurants</p> <p>House and the city</p> <p>Sports and activities</p> <p>Health</p>

	<p>Expressions for inviting someone and accepting/declining invitations Irregular verb: Être Subject Pronouns Subject pronoun: “On” Negative expression: “ne...pas” Practical vocabulary terms (à, de, avec, mais, et, ou, etc.) Contradicting a negative statement/question with “Si” Yes/No questions with “est-ce que,” inversion, intonation, and “n’est-ce pas” Conjugation regular –ER verbs and meaning Common adverbs (bien, mal, souvent, toujours, rarement, etc.) Conjugated verb + infinitive structure Interrogative expressions with “est-ce que” and inversion (comment, où, quand, etc.) Irregular verb: Faire Idiomatic expressions with Faire Common prepositions (dans, sous, sur, etc.) Common personal belongings vocabulary (bike, car, ipod, etc.) Common vocabulary for one’s room (desk, bed, door, lamp, etc.) Irregular verb: Avoir Interrogative articles Possessive articles Demonstrative articles Definite articles with general nouns Definite articles with days of week Indefinite articles in the negative Adjective vocabulary for describing one’s personality or physical description Adjective form and function (masculine/feminine/singular/plural) Common adjective placement Common adjectives that go before nouns (BANGS) Expressions C’est Vs. Il/Elle est Impersonal expressions of opinion with C’est + masculine adjective Expressions for asking directions Common locations vocabulary (une école, un stade, un supermarché, etc.) Basic household vocabulary Irregular verb: Aller</p>	
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	<p>Contractions with à + definite articles Preposition “chez” Near future: “aller + infinitive” Contractions with de + definite article Stress pronouns (moi, toi, lui, elle, etc.) Possessive items with de (la voiture de Delphine) Regular Conjugation regular –IR verbs and meaning Conjugation regular –RE verbs and meaning Imperative structure</p>	
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