



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-High Proficiency Range: Communication

Functions: Can ask highly predictable and formulaic questions and respond to such questions by list, 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-High 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 Nouveau Level 2, McDougal Littell, 2004

Functions	Structures	Cultural Contexts
<p>School vocabulary and school subjects</p> <p>Verbal and non-verbal methods of greeting people in Francophone countries</p> <p>Discuss one's personal identity</p> <p>Discuss likes, dislikes, preferences</p> <p>Basic prepositions of place</p> <p>Pointing out objects</p> <p>Classroom objects, commands, and common expressions</p> <p>Review numbers, date, time, and weather</p> <p>Review common personal belongings</p> <p>Review common activities</p> <p>Describe nationalities</p> <p>Describe family members and common people vocabulary</p> <p>Common professions</p> <p>Common telephone expressions</p> <p>Common expressions for introduce people</p> <p>Describe one's physical characteristics and personality traits</p> <p>Discuss if one agrees</p> <p>To discuss what one is currently doing</p> <p>Discuss possession</p> <p>Discuss being on time and importance of time</p> <p>Describe degree of one's description (very, too, fairly)</p> <p>Describe certain feelings and states</p> <p>Express desires, needs, and intentions</p> <p>Ask what is wrong in given situations</p> <p>Discuss activities that one is engaged in</p> <p>Discuss common idiomatic activities</p> <p>Ask yes/no and interrogative questions in a variety of ways</p> <p>Discuss where one goes</p> <p>Discuss what one is going to do</p> <p>Describe where one has come from</p> <p>Discuss what one has just done</p> <p>Describe one's weekend activities at home, in town, in the country side</p> <p>Discuss various animals</p> <p>Public transportation vocabulary and expressions</p> <p>Farm and countryside vocabulary</p>	<p>Review –ER Verbs, -IR Verbs, -RE Verbs</p> <p>Review definite, indefinite, possessive, demonstrative, and interrogative articles</p> <p>Review interrogative question words</p> <p>Contractions with à + definite article</p> <p>Contractions with de + definite article</p> <p>Negative sentence structure with ne..pas</p> <p>Stress pronouns</p> <p>Verb: ÊTRE</p> <p>Idiomatic expressions with être (être en train de, être à, etc.)</p> <p>Adjective form and position</p> <p>Common irregular adjective endings</p> <p>C'est Vs. Il/Elle est</p> <p>Verb: AVOIR</p> <p>Idiomatic expressions with avoir (avoir chaud, avoir froid, avoir l'intention de, etc.)</p> <p>Verb: FAIRE</p> <p>Idiomatic expression with faire (faire attention, faire ses devoirs, etc.)</p> <p>Questions with "est-ce que", inversion, "n'est-ce pas" and inversion</p> <p>Verb: Aller</p> <p>Near future (aller + infinitive)</p> <p>Verb: Venir</p> <p>Recent past (venir de + infinitive)</p> <p>Expression duration of current actions with DEPUIS</p> <p>Passé composé with regular –ER, -IR, and –RE verbs</p> <p>Passé composé with negative and questions</p> <p>Verbs: Prendre & Mettre</p> <p>Verb: Voir</p> <p>Passé composé with irregular past participles</p> <p>Negative expressions (ne..pas, ne...personne, ne...jamais, ne...rien)</p> <p>Passé composé with intransitive verbs of motion</p> <p>Verbs: Sortir, Partir, Dormir</p> <p>Discuss how long ago something took place with "il y a"</p> <p>Verbs: Devoir ,Pouvoir, Vouloir</p> <p>Partitive articles</p> <p>Summary of all articles learned</p>	<p>Culturally appropriate greetings</p> <p>Daily activities</p> <p>School life</p> <p>Extracurricular activities</p> <p>Weekend activities</p> <p>Chores</p> <p>Public transportation</p> <p>Healthy habits</p> <p>Nutrition</p> <p>Performing arts</p> <p>Holiday celebrations</p> <p>Francophones in the world</p>

<p>Describe what one has done in the past</p> <p>Vocabulary for discussing past events</p> <p>Past tense in the negative and questions</p> <p>Ask people if that have ever or never done activities</p> <p>Common meal vocabulary</p> <p>Table setting and table manners</p> <p>Expressions for a café setting</p> <p>Grocery store and ingredient vocabulary</p> <p>Expressions and vocabulary for a market</p> <p>Discuss what one wants, can, and must do</p> <p>Discuss quantity of objects accurately with articles</p> <p>Discuss quantity of objects with appropriate vocabulary</p> <p>Obligations</p> <p>Strategies for being healthy</p> <p>Strategies for eating healthy</p> <p>Spectacles and performing arts vocabulary</p> <p>Verbs associated with concerts</p> <p>Vocabulary and expressions for cinema</p> <p>Invitations for weekend activities and responses</p> <p>Verbs and expressions for personal favors</p> <p>Describing who we know and recognize</p> <p>Describe what we like to read, write, and say</p> <p>Describe activities that we often do for others</p>	<p>Verb: Boire</p> <p>Stem Change Verbs: e to è, y to i, é to è</p> <p>How to express quantity with expression of quantity follow by “de”</p> <p>Adjective TOUT</p> <p>Expression of obligation “il faut” + infinitive</p> <p>Complement object pronouns (me, te, nous, vous, le, la, les) in normal sentence, past tense, conjugated verb + infinitive, and imperative sentences</p> <p>Verbs: Connaître Vs. Savoir</p> <p>Indirect object pronouns in normal sentence, past tense, conjugated verb + infinitive, and imperative</p> <p>Verbs: Dire, Écrire, Lire</p> <p>Sentences with multiple pronouns</p>	
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