

**FRENCH I Curriculum Pacing Guide**

**Montgomery County Public Schools**

**1<sup>st</sup> Quarter** **Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpersonal Communication</b></p> <p>FI.1 The student will exchange simple spoken and written information in French.</p> <p>FI.2 The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.</p> <p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>FI.3 The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <p>FI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.</p> <p><b>Presentational Communication: Speaking and Writing</b></p> <p>FI.5 The student will present information orally and in writing in French, using a variety of familiar</p>	<ol style="list-style-type: none"> <li>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</li> <li>2. Express likes and dislikes, requests, descriptions, and directions.</li> <li>3. Ask and answer questions about familiar topics.</li> </ol> <ol style="list-style-type: none"> <li>1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</li> <li>2. Use proper formal and informal forms of address in familiar situations.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify key words, cognates and some formulaic expressions when listening and reading.</li> <li>3. Follow simple instructions, such as classroom procedures or directions for using computers and other classroom technology.</li> </ol> <ol style="list-style-type: none"> <li>2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.</li> </ol> <ol style="list-style-type: none"> <li>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> </ol>	<p><b>Ancillary Materials all MCPS teachers have access to:</b></p> <ul style="list-style-type: none"> <li>• Video DVD/VHS</li> <li>• Audio CD</li> <li>• Workbook</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>• Student dialogues</li> <li>• Flashcards</li> <li>• Websites</li> <li>• Magazines</li> <li>• <i>Easy French Reader</i> Short stories</li> <li>• Music/song lyrics</li> <li>• Audio/visual specific to learning intentions-cultural and content specific</li> <li>• Poems</li> <li>• Advertisements</li> </ul> <ul style="list-style-type: none"> <li>• All ancillary materials</li> </ul> <ul style="list-style-type: none"> <li>• Student dialogues</li> <li>• Websites</li> <li>• Magazines</li> <li>• Audio/visual</li> <li>• All ancillary materials</li> <li>• Dialogues</li> </ul>	<p>The student will be able to :</p> <p>Greet another person and respond (formal and informal greetings)</p> <p>Take leave of another person</p> <p>Recognize and use numbers 0 – 50</p> <p>Ask and give age</p> <p>Ask and give days and dates</p> <p>Ask for someone’s birthday, and give his/her birthday</p> <p>Understand and use expressions of time, such as <i>jour, mois, semaine, ,année, aujourd’hui, demain, hier, etc.</i></p> <p>Ask and tell where he/she lives</p> <p>Recognize and identify family members</p> <p>Identify letters of the alphabet, and spell his/her name in French</p>

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Standards of Learning	Concepts	Resources	Pacing
<p>vocabulary, phrases, and structural patterns.</p> <p>FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p> <p><b>Cultural Perspectives, Practices, and Products</b></p> <p>FI.7 The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p>	<ol style="list-style-type: none"> <li>2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> <li>3. Demonstrate increasing attention to accurate intonation and pronunciation.</li> <li>4. Write simple sentences on familiar topics in short paragraph style.</li> </ol> <ol style="list-style-type: none"> <li>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</li> <li>2. Communicate coherent ideas using appropriate visual and technological support.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> </ol>	<ul style="list-style-type: none"> <li>• Websites</li> </ul> <ul style="list-style-type: none"> <li>• All ancillary materials</li> <li>• Music/song lyrics</li> <li>• Audio/visual specific to learning intentions-cultural and content specific</li> <li>• Websites</li> </ul>	<p>Q1 (continued) Ask about and describe weather conditions</p> <p>Recognize and use subject pronouns</p> <p>Ask and talk about a few things he/she likes/dislikes (e.g., school subjects, leisure activities)</p> <p>Ask questions using rising intonation</p> <p>Recognize and use the negative construction “ne ... pas”</p> <p>Ask and answer simple information questions using “Qui”, “Que / Qu’est-ce que”, “Où”, “Comment”, “Combien”, and “Quel (etc.)”</p> <p>Understand and use common classroom expressions</p> <p>Read passages on material covered, and answer simple questions on the text</p> <p>Name some countries where French is spoken, and compare and contrast customs, holidays, and celebrations relating to Q1 material / time period</p>

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**1<sup>st</sup> Quarter** **Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p>FI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <p><b>Making Connections through Language</b></p> <p>FI.9 The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <p><b>Linguistic and Cultural Comparisons</b></p> <p>FI.10 The student will compare basic elements of French to those of English and other languages.</p> <p>FI.11 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p>	<ol style="list-style-type: none"> <li>1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> </ol> <ol style="list-style-type: none"> <li>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</li> <li>2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.</li> </ol> <ol style="list-style-type: none"> <li>1. Compare patterns of behavior and interaction found in the United States with those found in francophone cultures.</li> <li>2. Recognize differences in social practices and personal interactions among cultures.</li> <li>3. Recognize differences in the unique elements of the student’s own culture.</li> </ol>	<ul style="list-style-type: none"> <li>• All ancillary materials</li> <li>• Websites</li> </ul> <ul style="list-style-type: none"> <li>• All ancillary materials</li> <li>• Websites</li> <li>• Magazines</li> <li>• Audio/visual</li> </ul> <ul style="list-style-type: none"> <li>• All ancillary materials</li> </ul> <ul style="list-style-type: none"> <li>• Websites</li> <li>• Audio/visual</li> </ul>	

**FRENCH I Curriculum Pacing Guide**

**Montgomery County Public Schools**

**2<sup>nd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpersonal Communication</b></p> <p>FI.1 The student will exchange simple spoken and written information in French.</p> <p>FI.2 The student will sustain brief oral and written exchanges in French, using familiar phrases and sentences.</p> <p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>FI.3 The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <p>FI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.</p> <p><b>Presentational Communication: Speaking and Writing</b></p> <p>FI.5 The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p>	<p>1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.</p> <p>1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.</p> <p>2. Identify key words, cognates and some formulaic expressions when listening and reading.</p> <p>1. Differentiate among basic types of statements, questions, and exclamations.</p> <p>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</p> <p>2. Present basic information about topics such as self, family members and others, events,</p>	<p><b>Ancillary Materials all MCPS teachers have access to:</b></p> <ul style="list-style-type: none"> <li>• Video DVD/VHS *</li> <li>• Audio CD*</li> <li>• Workbook*</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>• Student dialogues</li> <li>• Flashcards</li> <li>• Websites</li> <li>• Magazines</li> <li>• <i>Easy French Reader</i> Short stories</li> <li>• Music/song lyrics</li> <li>• Audio/visual specific to learning intentions-cultural and content specific</li> <li>• Poems</li> <li>• Advertisements</li> </ul> <p>• All ancillary materials</p> <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Websites</li> <li>• Magazines</li> <li>• Poems</li> <li>• Audio/visual</li> <li>• <i>Easy French Reader</i></li> </ul>	<p>Recognize and name common classroom items</p> <p>Recognize and use numbers 0 – 100</p> <p>Ask and answer questions using the expression “Il y a”</p> <p>Recognize and use the expressions “Voilà” and “Voici”</p> <p>Ask for and give telephone numbers</p> <p>Ask and give times</p> <p>Ask and answer simple information questions using “Quand” and “A quelle heure”</p> <p>Ask and answer yes/no questions using “est-ce que” and “n’est-ce pas”</p> <p>Recognize and use regular – er verbs in the present tense</p> <p>Ask and answer simple questions about personal activities (Do you dance? Do you play tennis? Do you speak</p>

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**2<sup>nd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
	<p>interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p>4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</p> <p>5. Write simple sentences on familiar topics in short paragraph style.</p>	<ul style="list-style-type: none"> <li>• Textbook <i>Discovering French Nouveau</i></li> <li>• dialogues</li>   <li>• Textbook <i>Discovering French Nouveau</i></li> <li>• Websites</li> <li>• Magazines</li>   <li>• Textbook <i>Discovering French Nouveau</i></li> <li>• Websites</li>   <li>• Websites</li>   <li>• Textbook <i>Discovering French Nouveau</i></li> <li>• Websites</li> <li>• Magazines</li> <li>• Advertisements</li>   <li>• Websites</li> <li>• Magazines</li> </ul>	<p>French?, etc.)</p> <p>Ask and answer simple questions about family and friends' activities</p> <p>Recognize and use adverbs of time, such as <i>souvent, toujours, quelquefois, maintenant</i></p> <p>Recognize and use the negative construction "ne ... jamais"</p> <p>Recognize and use the definite article (the)</p> <p>Name the 4 seasons</p> <p>Recognize and name colors</p> <p>Recognize and use the indefinite article (a/an)</p> <p>Read passages on material covered, and answer simple questions on the text</p> <p>Name some places where French is spoken, and compare and contrast customs, holidays, and celebrations relating to Q2 material / time period</p>

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**Montgomery County Public Schools**

**2<sup>nd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p>FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p>	<ol style="list-style-type: none"> <li>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</li> <li>2. Communicate coherent ideas using appropriate visual and technological support.</li> </ol>		
<p><b>Cultural Perspectives, Practices, and Products</b></p> <p>FI.7 The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <p>FI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <p><b>Making Connections through Language</b></p> <p>FI.9 The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <p><b>Linguistic and Cultural Comparisons</b></p> <p>FI.11 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <p><b>Interacting in School and Global Communities</b></p>	<ol style="list-style-type: none"> <li>1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</li> <li>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</li> <li>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</li> <li>2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.</li> <li>1. Identify the use of French and francophone cultures in other subject areas.</li> <li>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</li> <li>3. Recognize differences in the unique elements of the student’s own culture.</li> <li>1. Find and present examples of the French</li> </ol>		

**FRENCH I Curriculum Pacing Guide****Montgomery County Public Schools****2<sup>nd</sup> Quarter****Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

<b>Standards of Learning</b>	<b>Concepts</b>	<b>Resources</b>	<b>Pacing</b>
FI.12 The student will explore situations in which to use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.	language and francophone cultures gathered from interaction with target language speakers, and authentic media or technology.  2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.		

**FRENCH I Curriculum Pacing Guide**

**Montgomery County Public Schools**

**3<sup>rd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>FI.3 The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <p><b>Presentational Communication: Speaking and Writing</b></p> <p>FI.5 The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p>	<ol style="list-style-type: none"> <li>Identify key words, cognates and some formulaic expressions when listening and reading.</li> <li>Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions with significant contextual support.</li> </ol> <ol style="list-style-type: none"> <li>Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</li> <li>Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</li> <li>Demonstrate increasing attention to accurate intonation and pronunciation.</li> <li>Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</li> <li>Write simple sentences on familiar topics in short paragraph style.</li> </ol> <ol style="list-style-type: none"> <li>Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</li> <li>Communicate coherent ideas using appropriate visual and technological support.</li> </ol>	<p><b>Ancillary Materials all MCPS teachers have access to:</b></p> <ul style="list-style-type: none"> <li>Video DVD/VHS</li> <li>Audio CD</li> <li>Workbook</li> <li>Textbook discovering <i>French Nouveau Bleu</i></li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>Student dialogues</li> <li>Flashcards</li> <li>Websites</li> <li>Magazines</li> <li>Newspapers</li> <li><i>Easy French Reader</i> Short stories</li> <li>Music/song lyrics</li> <li>Audio/visual specific to learning intentions-cultural and content specific</li> <li>Poems</li> <li>Advertisements</li> </ul> <p>• All ancillary materials</p> <p>• All ancillary materials</p>	<p>Indicate his/her nationality, and inquire about the nationality of others</p> <p>Recognize and use the verb <i>être</i> in the present tense</p> <p>Ask and give a few professions (élève, professeur, family members)</p> <p>Ask about and describe self, family members, and friends</p> <p>Make noun/adjective agreement</p> <p>Recognize and use the verb <i>avoir</i> in the present tense</p> <p>Talk about possessions</p> <p>Recognize and use possessive adjectives</p> <p>Recognize and use the verb <i>aller</i> in the present tense</p> <p>Recognize and use the preposition <i>à</i> + <i>l'article défini</i></p> <p>Talk about places he/she,</p>



**FRENCH I Curriculum Pacing Guide**

**Montgomery County Public Schools**

**3<sup>rd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Cultural Perspectives, Practices, and Products</b></p> <p>FI.7 The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <p><b>Making Connections through Language</b></p> <p>FI.9 The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <p>FI.11 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <p><b>Interacting in School and Global Communities</b></p> <p>FI.12 The student will explore situations in which to use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p>	<p>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</p> <p>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</p> <p>1. Identify the use of French and francophone cultures in other subject areas.</p> <p>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</p> <p>2. Recognize differences in social practices and personal interactions among cultures.</p> <p>3. Recognize differences in the unique elements of the student’s own culture.</p> <p>1. Find and present examples of the French language and francophone cultures gathered from interaction with target language speakers, and authentic media or technology.</p> <p>2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> <li>• Websites</li> <li>• Magazines</li> <li>• Music/song lyrics</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> <li>• Websites</li> <li>• Video DVD/VHS</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Audio/visual</li> </ul>	<p>family members go</p> <p>Ask and answer simple information questions using “Pourquoi”</p> <p>Read passages on material covered, and answer simple questions on the text</p> <p>Name some places where French is spoken, and compare and contrast customs, holidays, and celebrations relating to Q3 material / time period</p>

**FRENCH I Curriculum Pacing Guide**

**Montgomery County Public Schools**

**4<sup>th</sup> Quarter** **Pacing: 4X4 Block ( 4.5 weeks) , A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpersonal Communication</b></p> <p>FI.1 The student will exchange simple spoken and written information in French.</p> <p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>FI.3 The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.</p> <p><b>Presentational Communication: Speaking and Writing</b></p> <p>FI.5 The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.</p>	<p>2. Express likes and dislikes, requests, descriptions, and directions.</p> <p>3. Ask and answer questions about familiar topics.</p> <p>1. Identify key words, cognates and some formulaic expressions when listening and reading.</p> <p>1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.</p> <p>5. Write simple sentences on familiar topics in short paragraph style.</p> <p>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</p> <p>2. Communicate coherent ideas using appropriate visual and technological support.</p>	<p><b>Ancillary Materials all MCPS teachers have access to:</b></p> <ul style="list-style-type: none"> <li>• Video DVD/VHS</li> <li>• Audio CD</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> <li>• Workbook</li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>• Student dialogues</li> <li>• Flashcards</li> <li>• Websites</li> <li>• Magazines</li> <li>• <i>Easy French Reader</i> Short stories</li> <li>• Music/song lyrics</li> <li>• Audio/visual specific to learning intentions-cultural and content specific</li> <li>• Poems</li> <li>• Advertisements</li> </ul> <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Websites</li> <li>• Music/song lyrics</li> </ul>	<p>Recognize and use the verb <i>faire</i> in the present tense</p> <p>Recognize and use idiomatic expressions with <i>faire</i></p> <p>Ask and answer questions using inversion</p> <p>Ask and answer questions about meals and different food items</p> <p>Politely ask for something : <i>Je voudrais</i></p> <p>Recognize and use <i>l'article partitif</i>, both affirmative and negative forms</p> <p>Recognize and use the contracted forms of the preposition <i>de + l'article défini</i></p> <p>Recognize and use the <i>futur proche</i> (the near future) = <b>[(aller) + l'infinitif]</b></p>

**FRENCH I Curriculum Pacing Guide** **Montgomery County Public Schools**

**4<sup>th</sup> Quarter** **Pacing: 4X4 Block ( 4.5 weeks) , A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Cultural Perspectives, Practices, and Products</b></p> <p>FI.7 The student will develop an awareness of common perspectives, practices, and products of francophone cultures.</p> <p><b>Making Connections through Language</b></p> <p>FI.9 The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.</p> <p>FI.11 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.</p> <p><b>Interacting in School and Global Communities</b></p> <p>FI.12 The student will explore situations in which to use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p>	<p>3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.</p> <p>4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</p> <p>1. Identify the use of French and francophone cultures in other subject areas.</p> <p>2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States.</p> <p>2. Recognize differences in social practices and personal interactions among cultures.</p> <p>3. Recognize differences in the unique elements of the student’s own culture.</p> <p>1. Find and present examples of the French language and francophone cultures gathered from interaction with target language speakers, and authentic media or technology.</p> <p>2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> <li>• Websites</li>   <li>• Websites</li>   <li>• Textbook <i>Discovering French Nouveau Bleu</i></li> <li>• Websites</li> <li>• Magazines</li>   <li>• Websites</li> <li>• Magazines</li> <li>• Music/song lyrics</li> <li>• Advertisements</li> </ul>	<p>Talk about his/her plans for the near future</p> <p>Recognize and use demonstrative adjectives in conversation</p> <p>Recognize and use idiomatic expressions with <i>avoir</i></p> <p>Recognize and use regular – ir verbs in the present tense</p> <p>Recognize and use regular – re verbs in the present tense</p> <p>Read passages on material covered, and answer simple questions on the text</p> <p>Name some places where French is spoken, and compare and contrast customs, holidays, and celebrations relating to Q4 material / time period</p>