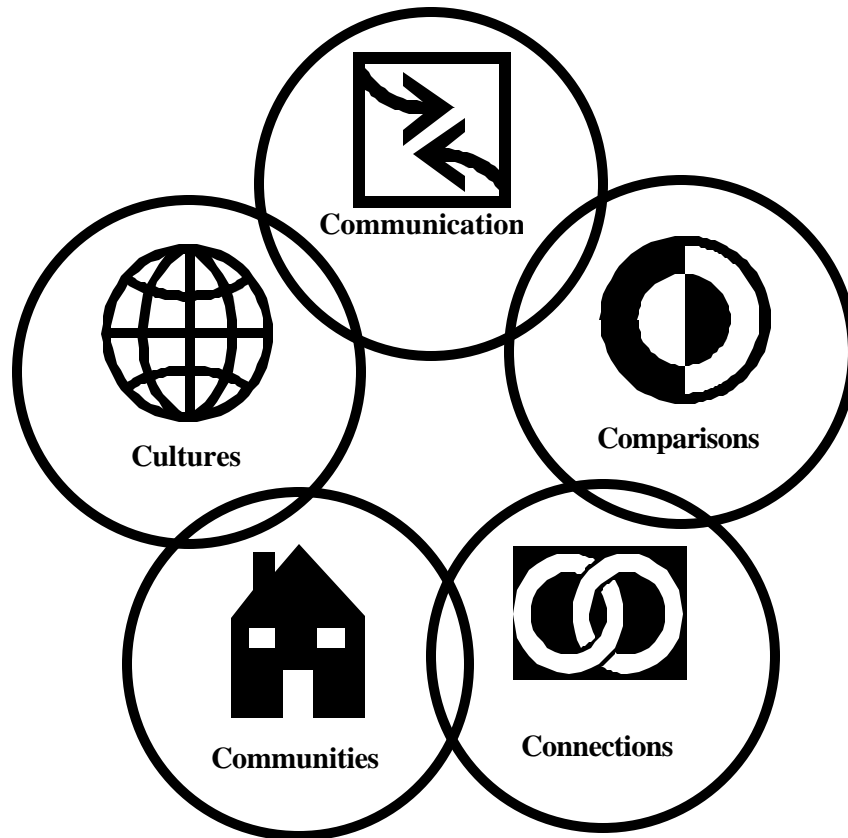


Revised 6/30/05

Foreign Language Curriculum Blueprint



French

Montgomery County Public Schools

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Introduction

MCPS Foreign Language Curriculum Blueprints

Goal, Understandings, Organization of Content, Instructional Guides, and Instructional Approach

Goal

The goal of the Montgomery County Public Schools' foreign language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

Enduring Understandings

- As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English.
- It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldviews, and contributions.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- The study of a foreign language enables students to develop insights into the nature of language and culture.
- Learning a foreign language enables an individual to participate in multilingual communities.

Organization of Content

Students of a foreign language learn to use language for specific purposes in a variety of situations with ever-increasing linguistic and cultural accuracy. In addition to gaining communication skills, students acquire cultural knowledge and culturally-appropriate interaction skills essential for communicating with native speakers of the language. They develop insights into their own language and culture through linguistic as well as cultural comparisons with the foreign language and culture they are studying. The interdisciplinary focus of relating the content they are learning in other academic areas to content in their foreign language class also enhances their foreign language experience. Students become aware of the use of foreign languages in their community as well as the ability to access the foreign culture and people via technological connections.

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The *Foreign Language Curriculum Blueprint* delineates the performance indicators for Levels 1-3 of foreign languages in Montgomery County Public Schools. The performance indicators state what the students should know and be able to do at each level of instruction. In order to achieve these indicators, a thematic content base with accompanying vocabulary topics and essential structures has been identified. Within a given theme area, the performance indicators of the communication goal are the primary focus and the performance indicators in the goal areas of culture, comparisons, connections, and communities provide broader connections in which to learn the language.

In Levels 1-3, the vocabulary that the students learn is directly related to the purposes and situations identified with each topic. Teachers will also select vocabulary to reflect the students' needs and interests in each thematic topic. Vocabulary acquisition is heavily emphasized over linguistic competence at these levels, although a greater emphasis on structural accuracy to enhance communication occurs in each year of successive language study.

When communicating in the foreign language, both in writing and in conversation, the quality of communication of purpose and message are stressed over grammatical accuracy. Grammar skills are important as they aid in effective communication. Standards for grammatical accuracy increase as the students' language study progresses.

Instructional Guides

The French Levels 1 through 3 Instructional Guides are organized into four overarching themes in each level with a variety of related topics within each theme. A collection of sample activities that models Best Practices and Instructional Strategies has been developed for each topic. Each collection includes at least one sample activity for each of the 10 essential components: a pre-assessment, an introduction to vocabulary, a vocabulary practice, an introduction to structures, a structure practice, a formative assessment, an cultural activity, a connections activity, a comparative activity, and a summative assessment. The overview of the themes and topics is on page 9 of this document.

Instructional Approach

The study of a language involves learning vocabulary and structures in the context of the meaning one wishes to convey. It also involves nonverbal communication, knowledge of status and discourse style, and at times, the learning of a whole new alphabet. Communication strategies must be taught to enable students to use circumlocution and to derive meaning from context. Direct instruction in language learning strategies should be a part of the experience.

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Concepts from other content areas must be incorporated into the foreign language learning experience. This not only gives a context to the language experience, but also expands and reinforces the students' knowledge in other areas. Access to a variety of technological tools, such as the Internet, e-mail, DVD, and CD-ROM, allows for an enhanced cultural experience as well as a context for interaction with native speakers.

Teachers use a variety of resources and teaching approaches to meet varied student interests and abilities. Differentiated instruction recognizes student learning styles, strengths, and interests and is paced to make the curriculum accessible to everyone. Textbooks, workbooks, readers, newspapers, magazines, video and audiotapes, films, realia, computer software, and other technological resources help bring language and culture to life. To the greatest extent possible, listening materials include native speakers in authentic situations in the target culture, and reading materials are drawn from authentic sources in the target language. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, and games, students are actively involved in language learning.

Thinking skills are enhanced through the study of a foreign language. The cognitive demands of communication result in a growth of students' reasoning skills. The ability to negotiate meaning through two-way interpersonal exchanges or one-way negotiation with text (interpretive communication) or one-way expression of content and perspective (presentational communication) requires the use of the higher-order thinking skills. These communication skills, along with explicit training in learning strategies, are a part of every foreign language experience. Critical thinking skills are fundamental in the language-learning process from the basic level of recall and identification to the higher levels of analysis, synthesis, and evaluation as vocabulary and rules are applied to create original utterances and thoughts.

Research shows that students learn a great deal more than they are explicitly taught. When surrounded by rich, authentic oral and written language, they will acquire the target language. Teacher talk must be comprehensible, but in the target language, and organized around a communicatively meaningful goal. In an atmosphere of trust, mutual respect, risk-taking, and exploration in which students are actively involved in meaningful, purposeful exchanges, learning will take place. Although the textbook is one of the many tools used to provide this experience, it is not the sole organizing factor of an acquisition-rich classroom.

Frequent ongoing assessment of students' progress in the foreign language is essential. Teachers pre-assess the students' knowledge of vocabulary, structures, reading, and cultural content before instruction in new content begins. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the material being taught, and to allow the teacher to adjust instruction to meet students' needs. Summative assessments evaluate all the goals in the standards and in format mirror the activities used to teach the topics.

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National Standards for Foreign Language Learning

The academic standards for each level of instruction are organized around the five goal areas of language learning: (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, (5) Communities. For each goal there are two or three standards that describe what students of foreign languages should know and be able to do at the end of each level of study. The standards do not *prescribe* how students should get there; rather, they offer guidance to those responsible for assisting them on the journey.

STANDARDS FOR FOREIGN LANGUAGE LEARNING *

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

* The Standards for Foreign Language Learning are from the American Council on the Teaching of Foreign Languages (ACTFL) *National Standards in Foreign Language Learning Project* and are used with permission

ESSENTIAL QUESTIONS
ENDURING UNDERSTANDINGS

Communication

- *Why is it important to communicate in another language?*
- *How can your communication with a foreign speaker be more meaningful if you speak his/her language?*

As the world moves toward a global community, it is increasingly important for foreign language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.

Cultures

- *Why is it important to understand the perspectives and value systems of another culture?*
- *How do the products and practices of a culture come from these perspectives and value systems?*

The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.

Connections

- *How can the study of a foreign language enhance your knowledge of other disciplines?*
- *What can you read about in your foreign language that you would not be exposed to in your native language?*

As students increase their proficiency in another language, they acquire skills that empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.

Comparisons

- *How are thought processes organized into the structure of different languages?*
- *Why do different cultures have different value systems?*

Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives on their own language and culture.

Communities

- *Where can you use the language other than the classroom?*
- *How has learning a foreign language enriched your life?*

Learning a foreign language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.

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**THEME TABLE &
SUGGESTED PACING GUIDE**

<p>French 1A</p> <p><u>Welcome to French Class/Bienvenue à la classe de français</u></p> <ul style="list-style-type: none"> • Nice to Meet You/Bonjour les élèves 2 WEEKS • In the Classroom/Dans la salle de classe 2 WEEKS <p><u>Personal Life/La vie personnelle</u></p> <ul style="list-style-type: none"> • Activities/Les activités 4 WEEKS • My Friends and Me/Mes amis et moi 4 WEEKS • At School/À l'école 4 WEEKS <p>French 1B</p> <p><u>With Family and in Town/En famille et en ville</u></p> <ul style="list-style-type: none"> • Family/La famille 2 WEEKS • In the Neighborhood/Dans le quartier 4 WEEKS • Meals/Les repas 4 WEEKS <p><u>On Vacation/En vacances</u></p> <ul style="list-style-type: none"> • Clothing/Les vêtements 2 WEEKS • Travel/Les voyages 4 WEEKS 	<p>French</p> <p><u>My Life/Ma vie</u></p> <ul style="list-style-type: none"> ▪ Here I Am!/Me voilà! 4 WEEKS ▪ Occupations/Les métiers 4 WEEKS <p><u>Let's Go Out!/Sortons!</u></p> <ul style="list-style-type: none"> • Pastimes/Les passe-temps 4 WEEKS • At the Restaurant/Au restaurant 4 WEEKS <p>French 2B</p> <p><u>Daily Life/La vie quotidienne</u></p> <ul style="list-style-type: none"> • School Life/La vie scolaire 4 WEEKS • At Home/À la maison 5 WEEKS <p><u>Let's Go!/Allons-y!</u></p> <ul style="list-style-type: none"> • Shopping/Faire des achats 3 WEEKS • Going on Vacation/Partir en vacances 4 WEEKS 	<p>French 3A</p> <p><u>Back to School/La rentrée</u></p> <ul style="list-style-type: none"> • Getting Started/Mise en train 2 WEEKS <p><u>Nature!/Vive la nature!</u></p> <ul style="list-style-type: none"> • Outdoors/En plein air 4 WEEKS • Ecology/L'écologie 4 WEEKS <p><u>Traditions/Les traditions</u></p> <ul style="list-style-type: none"> • Friends and Family/Les amis et la famille 4 WEEKS • Celebrations/Les fêtes 2 WEEKS <p>French 3B</p> <p><u>Have a Good Trip!/Bon voyage!</u></p> <ul style="list-style-type: none"> • Let's Travel/Partons en voyage 4 WEEKS • At the Hotel/À l'hôtel 4 WEEKS <p><u>Free Time/Le Temps libre</u></p> <ul style="list-style-type: none"> • Fitness and Health/La forme et la santé 4 WEEKS • On the Screen/Sur l'écran 4 WEEKS
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Suggestions for French 1A and 1B full-year courses:

- An animal unit
- A body part unit
- Research a target culture country and/or people
- A mini unit on accepting and/or refusing invitations

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French 1 Contents & Thematic Introductions

French 1A

Welcome to French Class/Bienvenue à la classe de français.....11

Nice to meet you/*Bonjour les élèves*

In the Classroom/*Dans la salle de classe*

Personal Life/La vie personnelle.....13

Activities/*Les activités*

My Friends and Me/*Mes amis et moi*

At School/*À l'école*

French 1B

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Family/*La famille*

In the Neighborhood/*Dans le quartier*

Meals/*Les repas*

On Vacation/En vacances17

Clothing/*Les vêtements*

Travel/*Les voyages*

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French 1A
WELCOME TO FRENCH CLASS /BIENVENUE À LA CLASSE DE FRANÇAIS

Beginning with a focus on the students' immediate surroundings in the French classroom, Welcome to French Class/*Bienvenue à la classe de français*, the curriculum for French 1A carefully builds on familiar subject matter in order to move students increasingly to consider the world beyond the classroom. The school year's very first topic, Nice to Meet You/*Bonjour les élèves*, enables students to communicate basic classroom needs in French: exchanging names, identifying classroom objects and procedures, using numbers from 0 to 30 to give dates, and using the alphabet to spell words. Students engage in communication with their peers by introducing each other and exchanging telephone numbers using the numbers from 0 to 100. Students recognize and use the forms that distinguish formal vs. informal address (*vous* vs. *tu*). They are able to compare the most common forms of address, gestures, and telephone numbers in the U.S. and in French-speaking countries. At the same time, students learn to recognize how important their study of French is by identifying the benefits of studying another language and culture. Students understand and are able to describe the development of the French language and where it is spoken in the world. They locate French-speaking countries on a world map and find evidence of the French language and culture in the community. Comparisons of French and English include the use of punctuation in both languages, the numerous cognates that tie the languages together, and the use of accent marks.




The second topic, In the Classroom/*Dans la salle de classe*, requires students to use French to communicate about basic classroom objects. Students are introduced to the concept of noun gender, using definite articles, and adjective agreement with colors. The common expressions "there is" (*il y a*) and "it is" (*c'est*) and the negative forms *ce n'est pas* and *il n'y a pas* are also introduced to enable students to communicate meaningfully about the classroom objects. They also have the opportunity to focus on the concepts of gender (feminine and masculine), which English and French handle differently, and number (singular and plural), which English and French have in common.



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French 1A

Theme: WELCOME TO FRENCH CLASS/BIENVENUE À LA CLASSE DE FRANÇAIS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Nice to Meet You <i>Bonjour les élèves</i>	1.1 Exchange names. 1.3 Present basic introductions. 1.1 and 1.2 Engage in and interpret introductory conversations. 1.1 and 1.2 Recognize and use the French alphabet and accent marks to spell French words aloud. 1.2 Interpret useful classroom expressions. 1.2 Interpret spoken and written numbers 0-100. 1.3 Use numbers to exchange telephone numbers.	2.1 Describe the origin of the French language and where it is spoken in the world. 2.1 Identify the benefits of studying another language and culture. 2.1 Recognize appropriate cultural salutations (formal vs. informal) and gestures. 2.1 Describe the way telephone numbers are written.	4.1 Define a cognate and recognize cognates in context. 4.1 Compare the use and importance of accent marks in English and French. 4.1 and 4.2 Compare common forms of address, gestures, and telephone numbers in the U.S. and francophone countries. 4.1 Compare the way numbers are formed in French with those in English. 4.1 Compare the use of formal vs. informal (<i>vous</i> vs. <i>tu</i>) in French.	Accent marks Alphabet Numbers 0-100
2. In the Classroom <i>Dans la salle de classe</i>	1.1, 1.2 and 1.3 Exchange, interpret, and present information related to items in a classroom including color. 1.2 Recognize and use basic classroom expressions.	2.2 Describe the use of graph paper and fountain pens.	4.1 Compare gender/number concept in English and French. 4.1 Compare concept of adjective agreement in English and French.	Definite/indefinite articles (number/gender) Singular/plural of nouns Adjective agreement with colors <i>Est</i> and <i>sont</i> as vocabulary <i>C'est</i> <i>Il y a</i> Negation: <i>Ce n'est pas/Il n'y a pas</i>

Connections Goal 3 	3.1 Use numbers to perform mathematical operations. 3.1 Use knowledge of map skills to identify and locate francophone countries on a world map.
Communities Goal 5 	5.1 Identify community events, current events, or holidays relating to the francophone world as they occur.* 5.2 Communicate with a native speaker of French about class and activity preferences. 5.2 Describe evidence of French language and culture in the community. *Content may or may not be theme-related.

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French 1A**PERSONAL LIFE/LA VIE PERSONNELLE**

This second theme of the school year moves the students beyond the basics and allows them to talk about themselves and what they like to do. This theme's first topic, Activities/*Les activités*, has students communicating about their pastimes. They consider what they do dependent on the date, the weather, and the season. They learn and use numerous essential structures: conjugation of regular –*er* verbs in the context of activities; what they don't do, using the negation *ne...pas*; the infinitive construction, as with *j'aime jouer à*; the verb *faire*; and contractions with *à*. To focus this knowledge, students contrast English and French word order in questions and verb conjugation.

To extend their understanding of the extracurricular environment, students examine francophone leisure activities as well as famous sports and entertainment personalities from francophone countries. They use the Celsius temperature scale in discussing weather and describe how seasons differ in the northern and southern hemispheres. Comparing typical teen activities in francophone countries and in the U.S. contributes to students' understanding of cultural perspectives. Students also interpret an authentic French weather map as well as authentic clothing ads, listen to and sing authentic French songs, play authentic francophone games, and watch authentic video or TV programs.

The second topic, My Friends and Me/*Mes amis et moi*, expands and deepens students' capacities to share information in French about themselves and their friends. They obtain and provide personal information to include personal data, as required by forms, physical descriptions, and personality attributes. Adjective agreement becomes an essential structure for description of themselves and their friends. Students also use the verbs *avoir* and *être*, both in the affirmative and the negative. Contrasting English and French ways that names and addresses are expressed focuses students on the different requirements of the two languages. The personal communication tasks are enriched by incorporating students' knowledge of the metric system and by learning appropriate French symbols for time, weight, and height.




The third topic, At School *À l'école*, brings together what students have learned throughout the semester so they can discuss and describe their classes and teachers, class schedules, what they do in a class, and what supplies they use for different classes. At this point, students continue to use a significant number of structures basic to communication, including adjective agreement and placement, subject pronouns and –*er* verbs and negation (*ne...pas*) while learning the verb *pouvoir*, ordinal numbers, mathematical operations, and telling time in French. In order to enrich their understanding of the world of school, students examine a typical francophone school day and a student's schedule. Exploring U.S. and francophone school systems and course offerings helps students compare the two cultures.



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French 1A

Theme: PERSONAL LIFE/LA VIE PERSONNELLE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Activities <i>Les activités</i>	1.2 Interpret basic spoken/written weather reports and information about leisure activities. 1.1 Engage in conversations about leisure time activities in the context of dates, weather and seasons. 1.3 Present basic information about preferred activities and weather.	2.1 Identify and describe typical leisure time activities in francophone countries. 2.2 Identify famous sports or entertainment personalities from the francophone cultures, including their country of origin and significant contributions.	4.1 Compare verb conjugation, sentence structure, and negation. 4.2 Compare typical teen activities of the U.S. to those of francophone countries. 4.2 Compare the way dates are expressed in French and English.	Date format Infinitive construction (<i>j'aime jouer à..</i>) Subject pronouns - <i>er</i> verb conjugation Conjugation of <i>faire</i> Negation <i>ne...pas</i> Contractions with <i>à</i> Question formation <i>Faire</i>
2. My Friends and Me <i>Mes amis et moi</i>	1.1 Provide and obtain information about self and others. 1.1 Identify basic body parts. 1.2 Identify, describe, and interpret personal data on forms and physical descriptions. 1.3 Present a biographical sketch including physical description and personality attributes.	2.1 Describe the importance of friendship and " <i>La bande de copains</i> " in francophone countries.	4.1 Compare the way names and addresses are expressed. 4.1 Compare the way ages are expressed in French and English. 4.1 Compare the gender / number concept in English and French.	Adjective agreement Conjugation of <i>être</i> Conjugation of <i>avoir</i> Negation review: <i>ne...pas</i> Age and birthdays
3. At School / <i>À l'école</i>	1.1 1.2 1.3 Exchange, interpret, and present information related to classes and class schedules including time and period, places in the school, class preferences, and school related activities. 1.3 Recognize and use ordinal numbers in context.	2.1 Describe a typical school day in a francophone country. 2.2 Explain a typical francophone school schedule and the reasons for how it is structured. 2.2 Describe the 20 point grading system in France.	4.2 Compare school systems and course offerings. 4.2 Compare the grading systems in francophone vs. American schools.	Telling time Ordinal numbers Conjugation of <i>pouvoir</i> Review: - <i>er</i> verbs - adjective agreement & placement - <i>avoir, être</i> - negation

Connections Goal 3 	3.1 Use the metric system to express height and weight. 3.1 Use numbers to perform mathematical measurements. 3.1 Use appropriate symbols to write weight and height in French. 3.1 Use Celsius temperature scale to talk about weather. 3.1 Describe different seasons in northern/southern hemispheres.
Communities Goal 5 	5.1 Locate and interpret an authentic weather map or report of a francophone country. 5.1 Find evidence of current or community events and holidays relating to the target cultures.* 5.2 Listen to music and sing songs in French. 5.2 Watch a video or television program in French for personal enjoyment. 5.2 Play culturally authentic games. *Content may or may not be theme-related.

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French 1B**WITH FAMILY AND IN TOWN/EN FAMILLE ET EN VILLE**

The first theme of Level 1B moves to the other center of student life: the family, the community, and students' food preferences. The first topic, Family/*La famille*, focuses on students' exchanging, interpreting, and presenting information on family, family members, relationships and pets. For this, students use the verb *avoir* to state their age, and possessive adjectives in their descriptions. They apply the concept of gender with adjectives used to describe people. Students deepen their cultural understanding by describing both francophone family traditions and the importance of pets in francophone countries. In addition, by comparing U.S. and francophone families and lifestyles, and by conducting a family-related survey and graphing the results, students gain a better understanding of the practices of both cultures.

This theme's second topic, In the Neighborhood/*Dans le quartier*, requires students to exchange, interpret, and present information on the community and its places, activities, and means of transportation. In order to communicate, students use previously-studied structures such as the infinitive construction with *pour* and contractions with *à* and *de*. Students are introduced to the *-re* verbs, such as *vendre*, the verb *aller* (including the use of *à* with a location), and prepositions of location. They describe the francophone retail system of shops and services, how each serves the community, and the physical layout of a francophone community. They compare U.S. and francophone community layouts and transportation. Students enrich their knowledge of francophone culture by identifying local francophone foods, restaurants, shops, and services.

This theme's third topic, Meals/*Les repas*, requires students to exchange information on food preferences, food groups, and eating habits. Essential structures include a review of *-er* verbs, extending the use of numbers to 1000, and learning the formation of regular *-ir* verbs. Additional structures needed in this topic to communicate about food preferences and habits are the irregular verbs *prendre*, *boire*, *préférer*, and *vouloir*, as well as additional *avoir* idioms such as *avoir faim*, *avoir soif*, *avoir envie de*. The partitive and direct object pronouns are also introduced in this topic for the first time. Students are better able to use these structures by comparing with English the French direct object pronouns, the partitive, and the use of commas and decimal points to express numerical place value.




To enrich their understanding of the role food plays in the lives of French speakers, students describe francophone eating customs and typical food items. They also compare and contrast U.S. and francophone eating customs. Students will also be encouraged to locate francophone foods, restaurants, shops, and services in their own community and to look for evidence of celebrations of francophone holidays and special events.



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MCPS FL CURRICULUM BLUEPRINT: FRENCH 2005-2006

French 1B

Theme: WITH FAMILY AND IN TOWN/EN FAMILLE ET EN VILLE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Family <i>La famille</i>	1.1 Exchange basic information about family and pets. 1.2 and 1.3 Interpret and present information about a family tree.	2.1 Describe family traditions in a francophone country. 2.1 Describe the importance of pets in a francophone country.	4.2 Compare family life in the US and francophone countries.	Possession with use of <i>de</i> Possessive adjectives: <i>mon, ma, mes, ton, ta, tes, son, sa, ses</i> Review: - <i>er</i> verbs - adjective agreement & placement - <i>avoir, être</i> - negation
2. In the Neighborhood <i>Dans le quartier</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about places, activities, and means of transportation in the community.	2.2 Identify and describe typical shops, services, and places in a francophone country and how each serves the community. 2.2 Describe the physical layout of a francophone community. 2.2 Describe the use of small cars, mopeds, and public transportation such as metro in francophone communities.	4.2 Compare and contrast U.S. and francophone community layouts and transportation systems.	Infinitive construction with <i>pour</i> Contractions with <i>à</i> and <i>de</i> Prepositions of location <i>Aller</i> <i>Aller + à + location</i> - <i>re</i> verbs (<i>vendre</i>)
3. Meals <i>Les repas</i>	1.1, 1.2, and 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating habits. 1.1 Recognize and use the numbers 1 – 1000 in context.	2.1 Describe eating customs in francophone countries. 2.2 Identify typical food items from francophone cultures and their origin.	4.1 Compare use of direct object pronouns. 4.1 Compare use of the partitive in French and English. 4.1 Compare use of commas and decimal points to express place value. 4.2 Compare eating customs in francophone countries and the U.S.	Numbers 0-1000 <i>Prendre, boire, avoir faim, avoir soif, avoir envie de, avoir besoin de</i> Partitive - <i>ir</i> verbs: <i>choisir, finir (grossir, maigrir)</i> Direct object pronouns <i>Préférer, vouloir</i> Review - <i>er</i> verbs

Connections Goal 3 	3.1 Use the metric system to express quantity. 3.1 Use exchange rates to calculate expenses. 3.1 Collect, analyze, and graph data from a class survey about family and/or pets. 3.1 Use appropriate symbols to write time in French.
Communities Goal 5 	5.1 Locate typical francophone foods and restaurants in the community. 5.1 Locate foods of typical francophone cultures, restaurants, shops, or services that serve the francophone members of your community. 5.1 Find evidence of current or community events and holidays relating to francophone cultures.* 5.2 Sample authentic foods from the francophone world. * <i>Content may or may not be theme-related.</i>

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French 1B
ON VACATION/EN VACANCES

The last theme, *On Vacation/En vacances* moves students away from the family and the community and into describing how they dress and their travel plans for the present and future. This theme's first topic, *Clothing/Les vêtements*, introduces students to communicating about something of very personal interest: fashion. They describe basic clothing, relate clothing choice to weather, and recognize clothing descriptions. Students utilize many essential structures including a review of the numbers from 100 to 1000, the expression *avoir besoin de*, the irregular verb *mettre*, possessive adjectives (*mon/ton/son/notre/votre/leur*), *de* to indicate possession, and adjective agreement and placement. Comparing English and French ways of expressing possession heightens students' awareness of this key linguistic feature.

In order to enrich students' understanding of clothing, they examine the influence of francophone values and shopping practices on clothing choices. They identify clothing worn in francophone countries either from print media or the Internet. Students also identify and describe famous fashion designers from francophone countries.




Just before students go on their summer break, they leave their community behind with the last topic of the year, *Travel/Les voyages*. They exchange and present information on travel plans and destinations, interpret authentic schedules and tickets, and present information about present and future travel plans. In order to do this, they use the metric system to express distance and use exchange rates from francophone countries to calculate expenses. Many of these communicative tasks require the use of the near future, *aller + infinitive*, and a review of question formation.



In order to extend and reinforce their understanding of the travel environment, students analyze pictures and symbols on francophone currency. They further compare U.S. and francophone currency designs so as to understand the varying cultural perspectives. They compare the use of the 24-hour clock vs. AM/PM and different transportation practices.

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French 1B

Theme: ON VACATION/EN VACANCES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Clothing <i>Les vêtements</i>	1.1 Describe basic clothing and colors in context of weather and activities. 1.2 Recognize basic spoken/written descriptions of clothing with prices. 1.3 Describe clothing items for specific activities or weather conditions.	2.1 Explain the influence of cultural practices on fashion choices. 2.2 Identify famous fashion designers from francophone countries.	4.1 Compare ways of expressing possession. 4.2 Compare fashion and buying habits in France and in the US.	Review : - <i>er</i> verbs - adjective agreement & placement - <i>avoir, être</i> - negation - possession with use of <i>de</i> - numbers 0-1000 - singular possessive adjectives, add <i>notre, nos, votre, vos, leur, leurs</i>
2. Travel <i>Les voyages</i>	1.1 Ask and answer questions about travel plans and destinations. 1.2 Interpret schedules and tickets of different means of transportation. 1.3 Present information about future travel plans.	2.1 Identify and discuss vacation practices in a francophone country. 2.2 Describe the reasons for using trains, the <i>TGV</i> , and small cars for travel in francophone countries.	4.2 Compare use of the 24-hour clock vs. AM/PM. 4.2 Compare means of transportation practices within francophone countries to those within the U.S.	Near future (<i>aller + infinitive</i>) <i>Sortir, partir, and dormir</i> Review: - question formation

Connections Goal 3 	3.1 Use the metric system to express distance and quantity. 3.1 Use exchange rate to calculate expenses. 3.1 Use decimal points and commas to express amounts of money.
Communities Goal 5 	5.1 Find evidence of current or community events and holidays relating to francophone cultures.* 5.1 Find and describe examples of fashion in francophone countries from print media or on the Internet. 5.2 View a film or play from a francophone country. 5.2 Visit a museum exhibit highlighting francophone cultures. *Content may or may not be theme-related.

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Revised 06/30/05
French 2A
MY LIFE/MA VIE

The curriculum for French 2 begins with a focus on the students and the world around them. The main focus is on who students are and what they may become in the adult world of work. This theme's first topic, Here I Am/*Me voilà*, requires students to look inward and share basic information about themselves: exchanging and interpreting information about their physical descriptions, their personality characteristics, and their health. In order to perform these tasks, students review these first-year structures: present tense conjugations of regular *-er*, *-ir*, and *-re* verbs, negative and interrogative structures in the present tense, and regular and irregular adjective agreement. They use the definite article with body parts, begin to distinguish between *il est* and *c'est*, and review the verbs *avoir* and *être* as they use them in both the present and the *imparfait* to describe themselves now and explain what they were like at a younger age.

The students now communicate orally and in writing in both the present and past tenses of the French language. Moving beyond themselves, students identify contemporary French-speaking personalities or characters from French-language literary works based on physical descriptions and personality characteristics. Students increase the precision of these descriptions by using irregular adjectives.




The second topic, Occupations/*Les métiers*, moves the students from examining their present-day selves to considering what they may become. They exchange, interpret, and describe information about occupations. Reviewing the near future with *aller* + infinitive and learning how other verbs are used with infinitives (*devoir*, *savoir*, *vouloir*, *pouvoir*, and *espérer*) allows students to communicate concepts that go well beyond the simple statement of facts. Students continue to compare linguistic differences by observing the English use of the indefinite article with professions and the French usage (e.g., *Il est comédien.* vs. *C'est un comédien.*).



In order to enrich their understanding of the world of work, students examine cultural practices in the francophone world having to do with occupations and describe the attitudes of a francophone culture towards professions, including summer and part-time jobs for youth. They also identify and describe the contributions of famous historical, literary, and artistic personalities who are the products of this world of work.

To give greater meaning to the differences between their U.S. experience and that of the francophone world, students compare the American workday and work-year schedules with those of the francophone world. By using technology, the media, and authentic resources for their research, students enhance their cultural perspective on occupations.

French 2A

Theme: MY LIFE/MA VIE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Here I Am! <i>Me voilà!</i>	1.1, 1.2, and 1.3 Identify, exchange, and present personal and biographical information including physical descriptions and personality characteristics in both the present and past tenses. 1.2 Identify a person based on a physical description and/or personality description.	2.1 Identify and describe physical and personality characteristics of well-known French-speaking contemporary personalities or characters from French literary works.	4.2 Compare a well-known francophone personality to a well-known personality from the U.S.	<i>J'avais & j'étais</i> in context Irregular adjective agreement <i>Il est</i> vs. <i>c'est</i> Review: - present tense of all three kinds of regular verbs - <i>avoir, être</i> - negative and interrogative formations - adjective agreement - expressions with <i>avoir</i>
2. Occupations <i>Les métiers</i>	1.1, 1.2, and 1.3. Exchange, interpret, and describe information about occupations. 1.1, 1.2, and 1.3 Exchange, interpret, and describe information about occupational preferences and future plans.	2.1 Describe the attitudes of a francophone culture towards different professions, summer, or part-time jobs for youth. 2.1 Describe the importance of family in the policies of the working world. 2.2 Identify famous historical, literary, or artistic francophone personalities.	4.1 Compare the use in French and English of the indefinite article with professions. 4.2 Compare the workday and work-year schedules in a francophone country to those in the U.S.	Present tense of <i>connaître, savoir</i> Present tense of <i>vouloir / pouvoir / devoir / lire / dire / écrire</i> <i>Espérer</i> + infinitive Review: - near future (<i>aller</i> + infinitive)

Connections Goal 3 	3.2 Use authentic resources to obtain information on famous people and their professions.
Communities Goal 5 	5.1 Using technology, media, and authentic sources, research professions requiring use of French. 5.1 Find evidence of current or community events and holidays relating to the francophone cultures.* <i>*Content may or may not be theme-related.</i>

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French 2A

LET'S GO OUT!/SORTONS!

The second theme of the school year moves students from a focus on themselves to a consideration of what they enjoy doing with others.

The first topic, Pastimes/*Les passe-temps*, moves students from their work interests to their pastimes. They consider what they like to do and what they enjoyed doing in the past. They extend, interpret, and respond to an invitation to an activity. Many of these communicative tasks require a review of *savoir*, *vouloir*, and *pouvoir*. New structures used are the *passé composé* of regular verbs with *avoir* as well as *sortir* and *aller* with *être*, the *passé composé* of *faire*, negatives and interrogatives in the *passé composé*, indirect object pronouns with *dire*, *répondre*, *téléphoner*, *communiquer*. Linguistically, students show they understand the difference between *jouer à* and *jouer de*.

In order to extend their understanding of the extracurricular environment, students examine the differences in extending social invitations, including when a written invitation is necessary. They describe the organization of team sports for young people in a francophone country and the popular custom of passing time in a *café*. They continue to broaden their understanding of francophone culture by listening to music and singing songs that are representative of French-speaking people.




Effective use of weather-related expressions is strongly connected to the topic of Pastimes, since its main communicative goals focus on the influence of weather on the activities that students like to do. Among other tasks, students exchange information about present and past weather conditions and the role weather plays. They use both the *imparfait* and *passé composé* as appropriate, as well as negation with *jamais*. Students make connections to francophone cultures by analyzing weather information from authentic resources and describing how the weather is influenced by geography.



The second topic, At the Restaurant/*Au restaurant*, requires students to exchange information on food preferences and interpret restaurant menus. Students review verbs from Level 1 (*vouloir*, *pouvoir*, *prendre*, and *boire*) and use *mettre* as well as verbs with spelling changes, such as *acheter*, *préférer*, and *payer*. Other important structures include the partitive, expressions of quantity with *de*, the object pronoun *en*, and adjective forms of *tout*. Students become familiar with the various courses of a traditional French meal and learn the vocabulary of the items used when eating in a restaurant. They enrich the food-related vocabulary they acquired in French 1 by adding expressions and ingredients associated with dishes frequently encountered on French menus and the adjectives used to describe flavors and textures. They also discuss the differences in the practice of tipping in the U.S. and in French-speaking countries.

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French 2A

Theme: LET'S GO OUT!/SORTONS!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Pastimes <i>Les passe-temps</i>	1.1, 1.2 Exchange information and interpret questions about present and past leisure activities. 1.1 Exchange information about past and present weather conditions. 1.2 Identify meteorological conditions from a French language weather report. 1.3 Describe a past activity including the weather conditions. 1.1, 1.2, 1.3 Extend, interpret, and respond to an invitation to an activity.	2.1 Describe the organization of team sports in a francophone country. 2.2 Describe the importance of <i>le café</i> . 2.2 Identify social events to which written invitations are needed in a francophone country.	4.2 Compare leisure activities of young people in francophone countries and the U.S.	<i>Le passé composé</i> (regular verbs w/ <i>avoir</i> and <i>sortir</i> and <i>aller</i> w/ <i>être</i>) <i>Le passé composé</i> of <i>faire</i> Negatives/interrogatives in the <i>passé composé</i> Indirect object pronouns with <i>dire, répondre, téléphoner, communiquer</i> <i>jouer à</i> vs. <i>jouer de</i> <i>L'imparfait</i> with weather expressions Negation with <i>jamais</i> Review: - <i>savoir, vouloir, pouvoir</i>
2. At the Restaurant <i>Au restaurant</i>	1.1 Comment on, inquire about, and make selections from a menu. 1.2 Identify and interpret spoken/written menu information. 1.3 Present a description of a restaurant experience.	2.1 Explain eating customs and table etiquette, including table settings in francophone regions. 2.1 Describe the attitude of a francophone country towards fast food. 2.2 Identify and describe dishes from francophone cultures.	4.1 Compare the uses of <i>tout</i> and <i>en</i> in context. 4.2 Compare restaurant experiences in francophone cultures to those in the U.S.	Expressions of quantity w/ <i>de</i> <i>vouloir, boire, prendre acheter, préférer, mettre</i> Forms of adjective <i>tout</i> <i>En</i> in context Review: - partitive - direct object pronouns

Connections Goal 3 	3.1 Describe how weather is affected by geography. 3.2 Use authentic French resources to obtain and analyze weather information.
Communities Goal 5 	5.1 Use community resources to identify restaurants or businesses that carry food representative of francophone cultures. 5.1 Find evidence of current or community events and holidays relating to francophone cultures.* 5.2 Taste cuisine of francophone cultures. 5.2 Listen to music and sing songs representative of francophone cultures. *Content may or may not be theme-related.

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French 2B

DAILY LIFE/LA VIE QUOTIDIENNE

The third theme of the school year focuses on two different aspects of daily life: experiences at school and the routines associated with the home, including *la toilette*.

The first topic, School Life/*La vie scolaire*, requires students to exchange, interpret, and present information on their school life, course schedules, and extracurricular activities in both the present and the past. In order to perform these tasks, students use three irregular verbs from Level 1, *prendre*, *apprendre*, and *comprendre*, as well as the new verbs *lire*, *écrire* and *dire*. The *imparfait* is the principal new structure introduced in this theme to describe past school experiences. In order to enrich their understanding of school, students describe the typical academic year in the francophone world, typical course offerings, and *le baccalauréat*. Students describe francophone school courses in context by comparing them with practices in the U.S.




At Home/*À la maison*, engages students in describing their house or apartment, talking about what they do every day in the home, and discussing some of their chores and responsibilities. Students name the various levels and rooms in the house and identify the furniture in a room using prepositions of place and discuss differences in housing between the U.S. and the francophone world. Equally important, they compare family routines and household chores in francophone countries with those in the United States. They give oral instructions regarding these daily routines and household chores using familiar commands. The reflexive construction, an important structure, is introduced in the present and *passé composé*. Students will use the reflexive construction in the present tense and familiar commands to communicate, but they only need to recognize the reflexive construction in the *passé composé*. Students use the verbs *mettre*, *nettoyer*, *sortir*, *partir*, and *dormir*, and review the verbs *faire* and *devoir*.



In order to further enrich their perspectives, students research the availability of products typical of francophone cultures and confirm the francophone presence in their own communities.

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French 2B

Theme: DAILY LIFE/LA VIE QUOTIDIENNE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. School Life <i>La vie scolaire</i>	1.1 Exchange information about past and present school classes and school related activities. 1.2 Interpret course schedules and extracurricular activities. 1.3 Present information comparing American school life to that of a student in a francophone country.	2.1 Describe the academic calendar in a francophone country. 2.2 Describe how the course offerings in a francophone country reflect the goals of its educational system. 2.2 Describe <i>le baccalauréat</i> .	4.2 Compare the daily school routine of students in the U.S. to those in francophone countries.	Present tense of verbs: <i>prendre, apprendre, comprendre</i> <i>L'imparfait</i> Comparative and superlative constructions
2. At Home <i>À la maison</i>	1.1 1.2 and 1.3 Exchange, interpret, and present information about homes, rooms, and furnishings. 1.1 Exchange information about personal routines and household chores in the present. 1.1, 1.2 Give and respond to oral instructions regarding household chores and daily routines.	2.1 Describe family routines, including household chores, and explain what they indicate about the francophone culture. 2.2 Exchange information about styles of housing and furnishings in a francophone country and what has influenced these styles.	4.1 Compare the use of the definite article in French vs. the possessive adjective in English with body parts. 4.2 Compare family routines in francophone countries with those in the United States. 4.2 Compare housing styles and furnishings in the U.S. and francophone countries.	Familiar commands Reflexive construction recognition in the present and <i>le passé composé</i> Use of definite articles with body parts <i>Mettre, nettoyer, sortir, partir, dormir</i> Review: - <i>faire</i> and <i>devoir</i> - prepositions of location - disjunctive (stress) pronouns with <i>chez</i> .

Connections Goal 3 	3.1 Apply the metric system to everyday life.
Communities Goal 5 	5.1 Share an aspect of francophone cultures and/or create a product in French to enrich the school community. 5.1 Investigate typical homework assignments in francophone countries. 5.1 Find evidence of current or community events and holidays relating to francophone cultures.* *Content may or may not be theme-related.

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Revised 06/30/05
French 2B
LET'S GO!/ALLONS-Y!

The second theme of the second semester moves students from school and home experiences to the world of shopping, and then to the wider world of travel. The theme's first topic, Shopping/*Faire des achats*, focuses students' attention on this popular pastime and how to get from place to place in the community in order to shop for what is needed. They request sales assistance, express their preferences for style and design with respect to clothing for specific occasions, interpret prices, sizes, and styles, and use exchange rates to calculate prices. They identify types of stores, including specialty shops, and the products available in the francophone world. In order to talk about clothing and shopping experiences, students use the Level 1 verb *mettre* and review the comparative and superlative forms of adjectives. They also learn to use indirect object pronouns, *en* with adverbs of quantity, demonstrative adjectives, adverbs with *-ment*, and numbers from 0 to 1,000,000. Whenever possible, students apply the metric system to the description of clothing and food products when referring to sizes and quantities.

Students put their understanding of francophone shopping practices into context by comparing these practices, including sizing systems. Students recognize the relevance of their newfound knowledge of francophone shopping by reviewing the metric system, calculating currency conversions using exchange rates, and using authentic resources such as the Internet to obtain up-to-the-minute consumer information. Students find evidence in their own community of businesses that sell products manufactured in francophone countries.

The last topic of the year, Going on Vacation/*Partir en vacances*, moves students out into the wider world immediately before they begin their summer break. They exchange and present information on past travel and interpret authentic travel information and documents. They ask for, give, and follow simple directions to specific locations with formal command forms. Many of these communicative tasks require using the theme-related vocabulary and verbs in the imparfait and the *passé composé* with *avoir* and *être*, and distinguishing between the two. Students review interrogative formation, contractions with prepositional phrases, and prepositions of location. They learn to use *il y a* with time expressions, the pronoun *y*, and prepositions with geographical place names. Students contrast how place names are expressed in English and French.




In order to extend their understanding of the travel environment, students examine one non-European francophone country and compare places and means of travel chosen by Americans and by French-speakers. Students apply their map-reading skills and use authentic resources to investigate francophone vacation spots.



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MCPS FL CURRICULUM BLUEPRINT: FRENCH 2005-2006

French 2B

Theme: LET'S GO!/ALLONS-Y!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Shopping <i>Faire des achats</i>	1.1 Request sales assistance and state preferences for purchases. 1.1, 1.3 Exchange and present personal preferences for style and design of clothing for specific occasions. 1.1 Identify types of stores and their products. 1.2 Interpret information about size, price, and style of clothing items from authentic sources. 1.3 Present a description of an experience in a <i>marché</i> . 1.3 Describe a past shopping experience.	2.1 Describe the shopping practices in francophone countries including specialty stores, food stores, and markets. 2.2 Describe the types of stores and products available in a francophone country. 2.2 Identify and describe products typical of francophone countries.	4.2 Compare shopping customs in francophone countries to those in the United States. 4.2 Compare sizing systems in the U.S. with those used in francophone countries.	Demonstrative and interrogative adjectives Indirect object pronouns Adverbs with <i>-ment</i> Review: - comparative/superlative - adjective agreement - numbers 0-1,000,000 - <i>en</i> with adverbs of quantity - <i>mettre</i>
2. Going on Vacation <i>Partir en vacances</i>	1.1 Ask for or give simple directions to specified locations. 1.2 Follow oral and written directions to a specified location. 1.1 Exchange information on past and future travel. 1.2 Interpret travel-related documents. 1.3 Present a detailed description of past travel. 1.3 Provide directions to a specified location.	2.1. Investigate and present travel-related information of one non-European francophone culture. 2.1 Describe and explain the cultural impact of <i>les grandes vacances</i> .	4.1 Describe the use of definite articles with some country names in French. 4.2 Compare preferences for travel destinations and the means of transportation for Americans and people from francophone cultures.	Prepositions with geographical place names Pronoun <i>y</i> Formal commands <i>Il y a</i> with time expressions Review: - interrogative formation - contractions with prepositional phrases - prepositions of location - near future (<i>aller + infinitive</i>) - <i>le passé composé</i> w/ <i>avoir</i> and <i>être</i> , - <i>l'imparfait</i>

Connections Goal 3 	3.1 Apply the metric system to measure distance when traveling. 3.1 Use exchange rates to convert prices. 3.1 Use map-reading skills to follow directions. 3.2 Use authentic resources to obtain travel and shopping information.
Communities Goal 5 	5.1 Identify current or community events and holidays relating to francophone cultures.* 5.1 Identify businesses in the community that sell products representative of francophone cultures. 5.1 Use authentic resources to investigate vacation spots in francophone countries. 5.2 Engage in a travel-related experience to a francophone country. *Content may or may not be theme-related.

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French 3A
BACK TO SCHOOL/LA RENTRÉE

The curriculum for French 3 begins with the topic Getting Started/*Mise en train* where students reactivate their French communication skills by using the *présent*, the *passé composé*, and the *imparfait* of regular and irregular verbs as well as previously learned vocabulary to talk about themselves, their activities, and past events. In addition to the review of the verb tenses, students will review the use of definite articles and the partitive. Students will learn about what young French people do during their summer vacations, and compare this with their own experiences. They will use the Internet to access this information about the youth in various francophone countries. Students are encouraged to make the connections about their own country/countries of origin before immigration to the U.S.

This brief topic begins to orient students to the topics that they will study during the first semester, including outdoor activities, ecology, friendship, family celebrations, and holiday traditions. Students focus on France and the French-speaking world: francophone countries, people, regional differences, customs, and holidays. They will use the Internet as a resource for finding information about francophone countries and people. In order to accomplish this objective, they will begin to use the vocabulary connected with computers and the Internet.

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1 Getting Started <i>Mise en train</i>	1.1, 1.3 Exchange and present information about oneself and a classmate, including activities one used to do at a younger age. 1.2 Interpret information about how young French-speaking people and classmates spent their summer vacation.	2.2 Identify and interact with products related to computers and the Internet. 2.2 Identify countries where French is the most important language or a main language.	4.1 Identify cognates related to computers and the Internet. 4.2 Compare vacation activities of youth in francophone countries and the U.S.	Review: - <i>le présent, le passé composé</i> , and <i>l'imparfait</i> of regular and irregular verbs - definite articles - partitive

Connections Goal 3 	3.1 Use the Internet to access information on the topics of youth and vacation activities in francophone countries. 3.1 Locate and exchange information about one's country/countries of origin before immigration to the U.S. 3.2 Use French-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Converse with a French native speaker about computers and the Internet. 5.2 Visit a French-language website. 5.2 Watch French-language films and videos for entertainment and personal growth.* *Content may or may not be theme-related.

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Revised 06/30/05

French 3A

NATURE!/VIVE LA NATURE!

In the first topic of this theme, *Outdoors/En plein air*, students exchange information on France and the French-speaking world in the context of outdoor activities. Students continue to review the *présent*, the *passé composé*, and the *imparfait* as they exchange and present opinions about past outdoor activities. They compare linguistic and cultural elements of French and English in the use of past tenses in English with the uses of the equivalent tenses in French. Students learn to communicate using idiomatic expressions related to outdoor activities such as *faire une promenade* or *faire du camping*. The culture component of this topic engages students in describing the outdoor activities available to tourists as well as to the citizens of a francophone country.




In the second topic of this theme, *Ecology/L'écologie*, students identify and exchange information and opinions about ways to protect the environment and avoid harming it. To express their opinions, they communicate using expressions of need followed by the infinitive and begin to use *le subjonctif* with expressions such as *il faut que* and *il est utile que*. To understand the subjunctive mood, students make comparisons by looking at the different uses of the subjunctive in English and French. By reviewing familiar commands, *l'impératif*, students tell each other what can be done to protect the environment or avoid harming it. Students become familiar with authentic materials to interpret information on environmental issues and events. When talking about environmental topics, some negative constructions are introduced and used in order to express the concepts of nobody, nothing, never, neither...nor, and only. Finally, students study the differences between francophone countries and the U.S. with regard to environmental practices.



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French 3A

Theme: NATURE/VIVE LA NATURE!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
1. Outdoors <i>En plein air</i>	PERFORMANCE INDICATORS			Contrast the use of <i>le passé composé</i> and <i>l'imparfait</i> . Review : - <i>le présent, le passé composé, and l'imparfait</i>
2. Ecology <i>L'écologie</i>	1.1, 1.3 Identify and present information and opinions on how to protect and avoid harming the environment. 1.2 Interpret materials on environmental issues and events. 1.1, 1.2, 1.3 Exchange, interpret, and present information and opinions about the importance of the environment and the impact of personal ecological routines.	2.1 Describe environmental practices of a francophone country.	4.1 Compare the uses of past tenses in French to those of English. 4.2 Compare and contrast outdoor activities of francophone countries to those in the U.S.	Expressions of need + <i>l'infinitif</i> <i>Le subjonctif</i> w/ expressions of need Negative expressions Review: - affirmative and negative familiar commands - <i>le présent, le passé composé, and l'imparfait</i>

Connections Goal 3 	3.1 Interpret a French poem about the environment. 3.1 Use the Internet to access information on the environment and outdoor activities. 3.2 Use French-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Converse with a French native speaker about environmental issues. 5.2 Visit a French-language website. 5.2 Watch French-language films and videos for entertainment and personal growth.* *Content may or may not be theme-related.

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Revised 06/30/05

French 3A

TRADITIONS/LES TRADITIONS

In Friends and Family/*Les amis et la famille*, the first topic of the Traditions/*Les traditions* theme, students focus on the ways in which members of societies mark significant life events with their friends and families. Students describe the interactions and personal qualities of friends and family members in an authentic French-language film or literary selection. They exchange, interpret, and present information about family celebrations and holiday traditions. Students describe an interaction with friends and family, using *le subjonctif* with expressions of will and emotions as they communicate their feelings and emotions (*je regrette que...* and *je désire que...*). Students compare how the subjunctive mood is expressed in French and English. Students also study relative pronouns and reflexive verbs used in the reciprocal sense.




In the second topic of this theme, Celebrations/*Les fêtes*, students identify, interpret, and exchange information about family celebrations and ceremonies that mark significant life events and holiday traditions, and compare them with those they know from their personal experience. They also describe foods and drinks that are served at these events, and they compare them with the dishes served at their traditional celebrations. Students revisit the uses of the *imparfait* and the *passé composé*, as well as *l'impératif*, and practice the use of reflexive verbs used in the reciprocal sense in the present and past tenses. They continue to reflect upon linguistic differences and similarities, especially with the subjunctive and the use of relative pronouns.



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French 3A

Theme: TRADITIONS/LES TRADITIONS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Friends and Family <i>Les amis et la famille</i>	1.1 Describe and exchange information about the personal qualities, including emotions, of friends and family members. 1.1, 1.2, 1.3 Describe, interpret, and present information about the personal qualities and interactions of the characters in an authentic French language film or literary selection. 1.2 Interpret authentic materials on the topic of friendship and family. 1.3 Present an oral or written description of an interaction between friends or family members.	2.1 Describe the role of family in francophone cultures and ceremonies that mark significant life events. 2.2 Exchange information and opinions about characters and their relationships in a francophone literary selection or film.	4.1 Compare French and English linguistic elements such as the subjunctive mood, relative pronouns, and reflexive verbs used in the reciprocal sense. 4.2 Compare cultural perspectives reflected in francophone and American films or broadcasts.	Relative pronouns (<i>qui, que</i>) <i>Le subjonctif</i> with expressions of will and emotion Reflexive verbs to express a reciprocal action Review: Reflexive verbs
2. Celebrations <i>Les fêtes</i>	1.1, 1.2 Identify, interpret, and exchange information about significant family events or ceremonies in francophone countries, including the cuisine.	2.1 Describe ceremonies that mark significant life events in francophone countries. 2.2 Describe the foods served at special ceremonies and family events.	4.2 Compare celebrations marking life events that occur in francophone and American cultures. 4.2 Compare the francophone and American cuisine served at ceremonies and family events.	Review: - <i>le présent, le passé composé, l'imparfait, l'impératif, and le subjonctif</i> - reflexive verbs to express reciprocal action - relative pronouns

Connections Goal 3 	3.2 Use French-language media sources to acquire authentic information and opinions. 3.2 Use authentic resources to obtain information on celebrations and traditions. 3.2 Use the metric system to express quantity in the context of recipes.
Communities Goal 5 	5.1 Interview a native French speaker about celebrations and traditions in a francophone country. 5.1 Find evidence of major events and festivals in francophone communities in the United States. 5.2 Visit a French-language website. 5.2 Watch French-language films and videos for entertainment and personal growth.* *Content may or may not be theme-related.

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French 3B

HAVE A GOOD TRIP!/BON VOYAGE!

This first theme of the semester shifts students' focus from their immediate surroundings to the wider world of travel. The theme's first topic, Let's Travel/*Partons en voyage*, engages students in authentic situations to role-play travel experiences in the past, present, and future. They also interpret relevant written and spoken travel information and write a postcard, letter, or e-mail message about a travel experience. To perform these communicative tasks, students review past tenses and begin to use the future tense. They also use additional negative constructions, prepositions with geographical locations, as well as the pronoun *y*, and the conditional tense. They use the future and the conditional in *si* clauses, and use the future with *quand*. Students continue to use their acquired vocabulary of computers as they use the Internet dealing with travel information. They compare similarities and differences in the use of *quand* in French and *when* in English, and they compare travel preferences in francophone countries and the U.S. Finally, students review the use of the comparative and superlative of adjectives, adverbs and nouns.




Students examine francophone travel practices and, in particular, the advantages and promotions of the *SNCF*, the French national train system. Students are more able to put their understanding of francophone travel into context by comparing francophone and American vacation practices. Students are also asked to investigate both high-tech transportation in France and other travel information through authentic resources, including an interview with a native speaker, if possible. Students are encouraged to pursue travel opportunities in a francophone country.



This theme's second topic, At the Hotel/*À l'hôtel*, brings students into a new travel-related activity, finding a place to stay. They role-play situations dealing with past, present, and future hotel accommodations. They also interpret descriptions of accommodations and services available in francophone countries and write a letter, fax, or e-mail message to arrange for these accommodations. Many of these communicative tasks require the use of the *conditionnel*, the *future* with *quand*, the use of geographical prepositions, the use of the comparative and superlative forms of adjectives as well as the past tenses, both of which will be reviewed. Students will also compare the formation of *si* clauses with their English equivalent, and compare the types of accommodations in the U.S. and francophone countries. In order to deepen their understanding of accommodations, students examine travel practices related to various types of lodging in francophone countries, focusing in particular on the importance of *Le Guide Michelin* and how it reflects French perspectives.

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French 3B

Theme: HAVE A GOOD TRIP!/BON VOYAGE!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Let's Travel <i>Partons en voyage</i>	1.1 Role play situations dealing with present, past, and future travel experiences. 1.2 Interpret information about travel experiences. 1.3 Write a postcard, letter, or e-mail to a friend describing a past or future travel experience. 1.1, 1.2, 1.3 Exchange, interpret and present information on travel opportunities available on the Internet.	2.1 Describe travel practices in a francophone country. 2.2 Describe the advantages and promotions offered by the <i>SNCF</i> (French national train system) and how they reflect the perspectives of French people.	4.1 Compare the use of tenses with <i>when / quand</i> in French and English. 4.1 Compare the use and formation of negative expressions. 4.2 Compare and contrast travel preferences of people in francophone countries and the U.S.	Prepositions with geographic locations <i>Le futur</i> <i>Le conditionnel</i> <i>Si</i> clauses <i>Le futur with quand</i> Object pronoun y Review: - comparative and superlative of adjectives, adverbs, and nouns - past tenses - negative expressions
2. At the Hotel <i>À l'hôtel</i>	1.1 Describe the range of accommodations available in francophone countries, including services provided by each. 1.1 Role-play situations dealing with accommodations. 1.2 Interpret accommodations and services available in francophone countries. 1.3 Write a letter/fax/e-mail to arrange accommodations.	2.1 Describe travel practices related to various types of accommodations in francophone countries. 2.2 Describe the importance of <i>Le Guide Michelin</i> and explain how it reflects the perspectives of French people.	4.1 Compare tenses of <i>si</i> clauses in French and English. 4.2 Compare the types of accommodations available in the U.S. and francophone countries.	<i>Le futur</i> <i>Le conditionnel</i> <i>Si</i> clauses <i>Le futur with quand</i> Review: - comparative and superlative of adjectives, adverbs, and nouns - past tenses - prepositions with geographic locations

Connections Goal 3 	3.1 Investigate and identify high-tech transportation options in France. 3.1 Use the Internet to access information on the topics of travel in francophone countries. 3.2 Use French-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Investigate travel further using authentic resources or by interviewing a native speaker. 5.2 Pursue travel opportunities in a francophone country. 5.2 Visit a French-language website. 5.2 Watch French-language films and videos for entertainment and personal growth.* *Content may or may not be theme-related.

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French 3B

FREE TIME/LE TEMPS LIBRE




In the second theme of the semester, students communicate about activities they like to do in their spare time in order to stay in shape. The first topic, Fitness and Health/*La forme et la santé*, asks students to exchange, interpret, and present information on such subjects as fitness activities, sports, and nutrition. Students also present basic instructions for playing a sport or participating in a fitness activity. In order to perform successfully in these varied tasks, students must use previously learned structures including object pronouns, reflexive verbs in the *passé composé*, definite articles with body parts, and the subjunctive. They will also exchange, interpret, and present information on health issues. They enhance their linguistic skills by comparing the French and English uses of articles with body parts. Students describe health services available in a francophone country, the acquisition of health-related products in a francophone country, and the universal health care afforded French citizens. They also compare this care with that available in the United States. Students use the vocabulary necessary to describe a health-related problem and practice conversations between a doctor and a patient, including analyzing symptoms, giving a diagnosis, and recommending a treatment. Students also identify contributions of major French-speaking scientists in the field of medicine. Students may be asked to examine one particular element in the realm of health identified with the francophone world, for example, bottled water.



The second topic, On the Screen/*Sur l'écran*, allows students to describe, share opinions, and critique French-language television shows and films as well as identify types of television shows and films. They retell the plot of a specific episode or a film, using the *passé composé* and the *imparfait*; when exchanging opinions, they use *le subjonctif* with expressions of emotion learned in the Fitness and Health topic. Students give detailed descriptions of the characters in the television show/film using adjectives learned in French 2 and French 3. They may speculate on a different ending for a film or television episode using the *le futur* and *le conditionnel*. While viewing a French-language film, students observe and discuss the cultural practices and perspectives of French-speaking people. If time allows, students watch a film related to a French 3 theme (chosen at the teacher's discretion). Using the Internet, students explore television programs and films in francophone areas and compare their findings to television and the cinema in the United States.

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French 3B

Theme: FREE TIME/LE TEMPS LIBRE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Fitness and Health <i>La forme et la santé</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information on fitness and health issues including advice, treatments, and consequences. 1.1, 1.2 Identify, interpret, and exchange information on fitness activities, sports, and nutrition. 1.3 Write compositions and/or journal entries about fitness activities, sports, or nutrition.	2.1 Describe universal health care coverage for French citizens. 2.1 Describe health services in a francophone country.	4.1 Compare French and English linguistic elements such as use of definite article with body parts and word order with object pronouns. 4.2 Compare and contrast francophone and American cultural practices in areas such as health care coverage, popular sports, fitness activities, and nutrition.	Definite articles w/ body parts Reflexive verbs in the <i>passé composé</i> Object pronouns with verbs of communication Review: - <i>le subjonctif</i> with expressions of emotion and need
2. On the Screen <i>Sur l'écran</i>	1.1, 1.2, and 1.3 Exchange, interpret, and present information and opinions about different types of films and television broadcasts. 1.2 View and interpret a French-language television show or film. 1.3 Critique a French-language film or television broadcast. 1.3 Retell the plot of a film or television broadcasts.	2.1 Describe television stations and shows available in France. 2.2 Identify characters, themes, and perspectives in French-language films or broadcasts.	4.1 Compare the uses of past tenses in French to those of English. 4.2 Compare and contrast francophone and American cultural practices reflected in films and television shows.	Review: - <i>le passé composé</i> and <i>l'imparfait</i> - <i>le futur</i> - <i>le conditionnel</i> - <i>le subjonctif</i> - relative pronouns (<i>qui, que</i>) - reciprocal verbs

Connections Goal 3 	3.1 Develop a sample fitness program. 3.1 Use the Internet to access information on the topics of movies and television programs in francophone countries. 3.2 Use French-speaking media sources to acquire authentic information and opinions. 3.2 Judge the importance of mineral water in maintaining good health.
Communities Goal 5 	5.1 Prepare a list of and discuss the brands of French bottled water available in stores. 5.2 Learn how to play and participate in a game of <i>pétanque</i> . 5.2 Visit a French-language website. 5.2 Watch French-language films and videos for entertainment and personal growth.* *Content may or may not be theme-related.

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Glossary

accent marks

cognate

differentiation

essential structures

formative assessment

francophone

idiomatic expressions

indicator

indirect discourse

interpersonal communication

interpretive communication

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a mark, point, or sign added or attached to a letter or character to distinguish, give phonetic value, or indicate stress; diacritical marks

a word related by descent from the same ancestral language or by adoption from one source language into other languages

adjusting instruction for students with different needs so that each student can attain mastery of a performance indicator

grammar and linguistic elements to be taught in each topic

ongoing checking of understanding to monitor student progress towards mastery of a specific concept, process, or skill with the goal of adjusting instruction to meet student needs

French-speaking

expressions that are characteristic of a particular language and do not translate word for word into another language

a content standard that describes what students will know and be able to do at a particular level

recorded speech (*e.g., He told me that his flight would be arriving late.*)

direct oral or written exchange of information between individuals or groups of individuals

receptive: listening, reading, or viewing

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lexical item

performance assessment

perspectives

pre-assessment

practices

presentational communication

products

reciprocal verbs

register

spiraling

summative assessment

syntactical

theme/thematic-based

topic

a grammatical example taught as vocabulary

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an assessment in which students perform an authentic task; items measuring student mastery of specific indicators are embedded in the task

attitudes, values, and ideas or feelings toward products or practices

a determination of advance student mastery and/or readiness to learn a specific concept, process, or skill

patterns of social interactions; how native speakers of the target language act and what they do

direct speaking, writing, or showing to an audience; involves no interaction

anything created by a culture for members of that culture, tangible or intangible

verbs that express actions that are mutually exchanged (*e.g., We help each other.*)

variation in forms of address and/or greetings depending on the speakers

recycling and expanding information in a language theme area across levels

a determination of student mastery of a specific concept, process, or skill

pertaining to the patterns and rules for the formation of grammatical sentences and phrases in a language

the unifying or dominant idea, which is used to organize the vocabulary, grammar, and structures, used for language instruction

the category within a theme containing related vocabulary and objectives

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Instructional Strategies and Best Practices

Assessments

1. **Pre-assessment** – The purpose of pre-assessment is to determine what students know about a topic, skill, or process before it is taught. It must be used routinely in all classes in order to make diagnostic decisions about students’ strengths and needs.
Examples: questioning, show of hands, survey, questionnaire, student work samples
2. **Formative Assessment** – A formative assessment is any ongoing assessment that monitors student progress toward mastery of a specific content, process, or skill. It should be used routinely in all classes in order to make decisions about instruction.
Examples: daily student work, brief oral assessments, teacher observations, written assessments, dipsticking
3. **Summative Assessment** – A summative assessment measures student mastery of a performance indicator or indicators taught within a unit of study, course, or year.
Examples: projects, performance-based tasks, unit tests, oral summative assessments
4. **Performance Assessment** – Performance assessments evaluate student behaviors during a simulated or real-life problem-solving situation. Performance tasks require students to construct a response, create a product, or perform a demonstration. They can be formal and specific or informal and spontaneous, and are based on students’ ability to apply higher-order thinking skills to a task rather than their ability to recall information.
Example: Provide a detailed description of your lost puppy to the police officer.

Brainstorming – A strategy that helps students generate a list of ideas about a topic. In a brainstorming activity all responses are recorded without evaluation or judgment.

Example: List sports and leisure activities that are performed with another person.

Clarity of Instruction- Teachers must anticipate areas of confusion, pose carefully-constructed questions, provide clear, concise directions, use rubrics and samples of completed products, and model what students are expected to do.

Effective strategies (Possible mnemonic to remember: TEAM A)

1. **Time**- the activity carefully, giving only the time needed.
2. **Explain**- what students are expected to do in clear, precise, and simple language.
3. **Ask**- another student to re-explain the directions, in English, so that it is clear to everyone.
4. **Model**- show students exactly what you want them to do.
5. **Accountability**- Explain to students how they will demonstrate to you that they have completed the task.
Without accountability, students will soon learn that there is no need to complete the task.

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Cooperative Learning – Cooperative learning activities rely on collaboration and teamwork and encourage students to explain, discuss, and solve problems. Individual accountability requires that students are responsible for individual tasks that will help the group meet its goals. Interpersonal skills are practiced and developed in order to enhance positive interaction between group members and to attain a common goal.

Kagan, S. (1990). “The Structural Approach to Cooperative Learning,” *Educational Leadership* (Vol. 47, pp. 12-15).

Differentiation – A differentiated classroom is one in which the teacher plans for instruction by addressing the diverse needs of the students. A variety of activities provide different avenues to acquiring content, to processing or making sense of ideas, and to developing products. Not all students in a differentiated classroom are doing the same thing at the same time.

Strategies for Differentiating Instruction

1. **Differentiate the content-** By varying the text and the resource materials, all students are working on the same objectives, but the information is presented through a variety of texts, magazines, computer programs, and videos.
2. **Differentiate the process-** Using Gardner’s Multiple Intelligences, students are provided with more than one option for demonstrating their mastery of a desired concept or skill. Activities are matched to students’ level of readiness, their talents, interests, and needs.
3. **Differentiate the product-** Products should help students use and extend what they have learned over a period of time and allow for student choices and creativity in applying what they have learned.
4. **Use flexible grouping practices-** Flexible grouping allows the teacher to create skill-based, interest-based, or random groups that are matched to student interest, learning style, or readiness. Flexible grouping also allows students the opportunity to work with other students at all performance levels. Seating should be arranged to promote student learning, participation, and interaction.
5. **Implement a multi-sensory approach-** In order to support active learning and accommodate for a variety of learning styles, teachers should use the chalkboard, the overhead, pictures, posters, drawings, cards, graphic organizers, manipulatives, computer, videos, and tapes. Using a multisensory approach to instruction helps students in organizing and internalizing information by creating physical and pictorial representations.
6. **Use a variety of instructional strategies-** Students at all levels of ability need to work in a structured environment that provides a variety of meaningful, authentic, and purposeful activities that engage them in active communication with peers.
7. **Provide adaptations-** Teachers can provide opportunities for additional practice and reinforcement through careful planning, tiered assignments (see below), meaningful communicative activities, peer tutors, study groups, adjusted workload, allowing extra time to complete and hand in work, make-up testing, and reduced length or complexity of assignments.

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Games – Using carefully designed games with clear instructional purposes can help students develop many valuable auditory, visual, and social problem-solving skills. Games can arouse curiosity, challenge students’ imagination, and stimulate their interest in the content.

Examples: Jeopardy, Bingo, Around the World, What’s in the Box?

Graphic Organizers – Graphic organizers are tools that provide students with a structure for recording, classifying, and organizing ideas and information. They show relationships between ideas, help students compare and contrast, and are useful writing tools and study aids.

Examples: Venn diagrams, webs, charts etc.

Retrieved June 27, 2003 from <http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/>

Retrieved June 27, 2003 from <http://www.graphic.org/goindex.html>

Retrieved June 27, 2003 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

Retrieved June 27, 2003 from <http://www.writedesignonline.com/organizers/>

Information-Gap Activity – In this type of activity, partners have identical documents or pictures but with some missing parts. One student has the information that the other does not have, but needs. As the partners communicate and share information, they eventually find out what they need to know.

Example: Each partner has an individual, different typical day’s schedule and the pair must determine an hour when both partners are free.

Inside-Outside Circles – This strategy enables all students to practice oral communication simultaneously. Students are divided into an outside circle facing inward and an inside circle facing outward, so that each person is facing a partner. Students communicate briefly with each other, then a bell or noise signals that they move so that they have a new partner, and the same or a similar communication takes place again. This process continues for a time determined by the teacher until students have adequately mastered the oral objective.

Instructional Technology – With the use of technology in the classroom, the environment can become more active and student-centered. Students can create multimedia presentations, research information through global networks, and correspond with students from other places through telecommunications.

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Interdisciplinary Instruction – Interdisciplinary instruction requires the re-aligning of course objectives so that the concepts are taught concurrently in more than one class. Teachers often work together on a team to align curricula in this fashion so that subjects are mutually reinforced and students make curricular connections.

Example: World Studies classes study the history of Latin America at the same time that the Foreign Language classes are covering the same material.

Jigsaw Activity – In this cooperative learning strategy each member of the group assumes the responsibility for a different part of the lesson and becomes an “expert” who will later teach the group what he has learned. The teacher begins by assigning each group a different aspect of the lesson. These expert groups then split up and form new groups where they share with others what they know.

Learning Centers – Learning centers are areas or “stations” where students are grouped to perform specific tasks and explore a particular topic, skill, or process. This strategy allows the teacher to match the tasks to student learning styles and allows for division of the class into groups for differentiated purposes.

Line-ups – Line-ups are a good communication and organization strategy that helps to get students out of their seats as they exchange information. Students are asked to line up in a particular order according to how the task is structured.

Examples: youngest to oldest, order of birthdays, number of places where you have lived, number of siblings, etc.

Multiple Intelligences – This theory is centered around the premise that there are at least eight ways for students to demonstrate what they know and at least eight different approaches that teachers can use to teach the necessary skills and concepts (e.g., verbal, linguistic-mathematical, bodily-kinesthetic, interpersonal, musical, intrapersonal, naturalistic, visual-spatial).

Examples: perform a dialogue, design a poster, or create a mail-order catalogue for clothing items (See *Teaching Vocabulary for Acquisition*)

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.harding.edu/USER/dlee/WWW/lessonplanguide.htm>

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

Pair and Partner Activities – A very effective strategy that gets students to communicate with each other in the target language. It gives students training in following oral directions from the teacher, practice in asking and receiving information, and greatly increases the total amount of time that each student spends using the language in the classroom.

Example: Begin with having students greet each other and ask for personal information.

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Questioning Techniques – Adjusting the kinds of questions and their level of complexity challenges all students based on their readiness, interests and learning styles. A variety of questions should be used routinely to encourage the use of a variety of thinking skills. Examples: knowledge, comprehension, application, analysis, synthesis and evaluation

Reading Strategies

1. **Pre-reading and Prediction** – Pre-reading activities help students determine the purpose for reading and activate prior knowledge about the topic as well as identify new vocabulary and predict the contents of the text. Clues are derived from titles, headings, subjects, pictures and captions.
2. **Activating Prior Knowledge** – Background knowledge is particularly important because it helps students make a connection between what they are about to read and what they already know.
Example: Word splash: A word splash displays texts used most often in conjunction with a reading text. It requires students to make predictions about the text and to see relationships between words and concepts. Students are given a few minutes to brainstorm ideas in small groups and then read the text to confirm how accurate their predictions were.
Saphier J., Haley M. A. (1993). *Activators*. Acton: Research for Better Teaching.
3. **Scanning** - Students begin to interact with the text by quickly reading through the selection and scanning for specific information. This information is added to what they learned from the pre-reading stage.
4. **Looking for Cognates** - To gain further understanding of the passage, students identify key vocabulary, predict meanings, and look for words that are similar to words they already know in English.
5. **Looking for Meaning Through Context** - Students can sometimes get the meaning of unfamiliar words by looking at the context where the words are found. In this way, students are better able to decode challenging passages at all levels.
6. **Careful Reading** - Too often students begin reading with this step. They find the passage difficult, get discouraged, and stop reading. With the preceding steps, students are better equipped to read and understand a selection. They learn to recognize the order of events, pick out main ideas and supporting details, analyze text structure, find comparisons, and determine cause and effect.
7. **Application** - The application step taps the students' creativity and higher-level thinking skills. Follow-up activities allow students to express, justify, and refine ideas and leads them to apply and further extend information from the text to a new situation.

Reading Strategies Resource

Retrieved June 27, 2003 from

<http://www.mdk12.org/instruction/success%5Fmispap/general/projectbetter/thinkingskills/ts%2D31%2D32.html>

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Round Robin Activity – A Round Robin is a group activity in which students have a common task to complete. Each person contributes, in turn, usually around a table or in a group. The task ends when all contributions have been acknowledged.

Examples: List as many food items as you can that are native to Mexico. List as many pastimes as you can that are performed in the winter.

Summarizing – Students must be given instruction and practice in how to write a summary. Unlike any other form of writing, summary involves evaluating and synthesizing material that has already been written, and requires students to learn how to select information, reduce unnecessary information, reorganize the material, and retain the author’s meaning.

Saphier J., Haley M. A. (1993). *Summarizers*. Acton: Research for Better Teaching.

Tiered Assignments – One way to differentiate instruction is to use tiered assignments. Different tasks are assigned to different groups within the same lesson or same unit so that not everyone is doing the same thing. Although all students are focused on the same objective, the tasks are differentiated and students are challenged at their own level.

Examples: Create a poster of clothing items and their descriptions; create a dialogue between a shopper and a salesperson; perform a narrated fashion show.

Total Physical Response – The TPR strategy attaches a word or words to an action in order to help students internalize the information. Some examples are when students are asked to perform simple acts such as standing up, sitting down, going to the board, setting the table, and matching the appropriate word to the action.

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Teaching Cultural Products, Practices, and Perspectives

What does a student experience as he/she learns about the target language culture?

Research shows there are various levels of cultural awareness:

1. Students with no experience think the other culture is exotic and bizarre due to stereotypes, such as kissing on cheeks.
2. Students with some experience make comparisons with their own culture, such as stores that close at 1PM and don't reopen until 4PM; they accept it but don't really understand the differences.
3. Students start understanding the other culture and become more empathetic because they are told the ways that the cultures are different.
4. Students really understand the other culture as a result of living in the other culture and adapting to its practices.

What are the implications for classroom instruction?

1. Students need to be taught cultural products, practices, and perspectives that affect a culture, not just learn facts and superficial details.
2. Students need to be taught the differences between practices and perspectives as well as between products and perspectives.

Product: Anything created by the culture for members of that culture, tangible or intangible, such as food, art, books, educational system, and laws

Practices: What people do, when and where of social interactions, what they do with their products, etc.

Perspectives: The attitudes, beliefs, or values of people in a culture

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Teaching Cultural Products/Practices/Perspectives
Introductory Activity

Name: _____

The Product The “what” What is it?	The Practice The “how” How is it done? What do people do with the product?	The Perspective The “why” Why do you think people do that?
--	--	--

1. One of the products of the culture in the U.S. and many other countries is a car. Identify the practice and the perspective of cars in the U.S.

Practice: _____

Perspective: _____

2. A product of the U.S. culture is jeans. One current practice is to wear them very low on the body (far below the waist). What do you think the reason is behind this? What is the perspective of people who do that?

Practice: _____

What are the people who do that showing that they value? (What is important to them?)

Perspective: _____

3. One current practice in the U.S. among some teenagers and young adults is getting tattoos. What do you think the perspective behind that is? Why do people get tattoos?

Perspective: _____

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Culture Definitions: What is culture?

The three elements of culture are:

- 1. Products
- 2. Practices
- 3. Perspectives

1. Products: The products of the culture are what the culture of a people produces.
It is the “What?” of a culture.

What is produced?

A product can be: What people eat in a certain country.
What people celebrate in a certain country.
What people wear in a certain country.
Other examples: _____

2. Practices: The practices of the culture are what people DO, or the way people act, in a certain culture.
Practices are the “How?” of the culture.

How is something done?

A practice can be: How people celebrate birthdays.
How people celebrate other holidays.
How people greet each other.
Other examples: _____

3. Perspectives: The perspective is the “Why?” behind what a culture has or what a culture does. It is the way people in a culture think.

Why? Because....

To discuss a culture’s perspective, you might think about these questions:

- Why do they do that?
- Why does this country have that food?
- Why do they wear that?
- Why do they celebrate that holiday in that particular way?

Other examples of questions to help you think about perspective: _____

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Culture

Name: _____

1. What is culture? _____

2. What three elements of culture were identified in class today?
a. _____ b. _____ c. _____

3. Define *product*: _____

Give two examples of a product from class or life: _____

4. Define *practice*: _____

Give one example of a practice in life: _____

5. Define *perspective*: _____

Give one example of a perspective in life: _____

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Teaching Grammar in Context

Teaching grammar can be a challenging experience for foreign language teachers. We know that if we want students to be able to communicate, we need to do more than teach them structure and rules. We also know that students are much more likely to be motivated to participate in and to complete tasks that are purposeful and meaningful. For this reason, teachers need to provide the opportunities for students to be actively engaged in communication, which simulates real-life situations.

There are several different ways that grammar can be taught in the classroom. In *explicit grammar instruction*, the teacher explains the rules and then provides exercises and drills to reinforce them. In this situation, the role of the student is passive, and often the grammar point is not retained in the student's active memory. However, there are occasions when students can more easily understand how to use a complex structure if the comparison is explicitly made between the first language and the target language.

In *implicit language instruction*, language is acquired more naturally if authentic use of the language is stressed. When students become active learners, when they are introduced to grammar in context, and when they use it in real-life settings, they are more likely to internalize the structure and be able to transfer that structure to new situations. For example, if students hear a description in Spanish of a summer vacation, such as, “*Yo fui a Madrid... yo fui a Valencia... yo fui al museo... yo fui a la iglesia*,” or the French equivalent, “*Je suis allé(e) à Paris... je suis allé(e) à Bourges... je suis allé(e) au musée... je suis allé(e) à l'église...*,” the verb form “I went” easily becomes a part of the student's active memory and he/she is more likely to be able to use that structure when retelling his/her own story later. Using this same example, students can deduce for themselves how to use the past tense when talking about places to which they went.

Often, a form of a verb can simply be taught as a vocabulary item if it is necessary for communication, without having to teach the complete verb conjugation. For example, if students need to use a particular stem-changing verb so that they can order food in a restaurant, there is no practical reason why they need to learn the entire list of stem-changing verbs, most of which have nothing to do with the subject of food. We teach the grammar through examples that are directly related to the content and then recycle the concept of stem-changing verbs later.

In order to teach grammar within a communicative framework, as in the MCPS curriculum, there are several different approaches that can be used. Learners are asked to process grammatical structures by listening to them first and then seeing them in written form later. They are not initially asked to produce them. After being given many opportunities to hear the structure used over and over, students will be more likely to be able to produce it themselves. One might begin by trying something simple like, “Listen to the sentences and tell me if they are in the past, the present, or the future,” or, “Listen to the sentences and tell me what you think the rule for agreement might be.”

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Another possibility is to give many positive and negative examples of how a rule is applied. In this way learners can deduce the rule themselves. This is known as Bruner's Model of Concept Attainment. When teaching *ser* and *estar* in Spanish, or *savoir* and *connaître* in French, the teacher can write sentences on the chalkboard or the overhead, as examples of how each verb is used. Students are asked to observe as more examples are given, and try to recognize the emerging pattern by identifying the critical attributes of the positive examples. Teachers can help the students by encouraging them and giving them clues, but students will benefit most when they are able to see the pattern, verbalize the rule for the structure, and then transfer that understanding to a new situation where they use it communicatively. After examples have been given, say, "Does anyone see a pattern emerging?" "Can you tell me in what circumstances each of the verbs are used?" "Now, take a moment and write the rule for when these two verbs are used."

It is important to present only one concept at a time, to break things down into smaller parts, and to progress from the simple to the complex. When introducing the conjugation of verbs, for example, begin with only the first-person singular and have students practice those forms in a variety of tasks. Students may begin by listing the activities that they do, using the verbs that they have learned. In Spanish, they might say, "*Yo canto en el coro, yo bailo con mi amigo, yo estudio el español*," etc. In French, they might say, "*Je chante dans la chorale, je danse avec mon ami, j'étudie le français*..." Then, gradually, add the rest of the forms, making sure that students use the structure in context in a variety of activities. Teaching all of the conjugations, all of the contractions, or all of the personal pronouns simultaneously ahead of time or out of context can interfere with students' ability to internalize them.

Grammar structures are internalized when learners are placed in situations where they need to use those structures to give and receive information. It is best to begin by thinking about the context in which you are asking students to participate. Ask yourself, "In what real-life situations will students need to use this structure?" That will determine what kinds of activities you will need to create. For example, if you are teaching adjective agreement to beginning students, think about when students might have to use descriptive adjectives in real-life to provide accurate descriptions of people. Perhaps they can describe a missing person or pet to a policeman or describe family members in a letter to a penpal. When you create activities in which students are asked to draw a person based on an oral description given by a partner, the way in which students give their verbal clues can lead to either an accurate or an inaccurate picture. This is where students learn that proper adjective agreement matters! Similarly, if you are working within the Community topic and you need to teach commands, think about real-life situations in which students would need to use them, such as giving directions to the church where a friend's wedding will take place, helping a lost traveler find a hotel, or recommending where to find a great restaurant.

A variety of classroom activities offers students multiple opportunities to practice and reinforce structures in communicative settings. **Information-Gap** activities work very effectively to help students give and receive information that they need for a specific purpose. Students may have identical documents, but each has some missing parts. By communicating and sharing information, they eventually find out what each needs to know.

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Interview activities and the **inside-outside circles** activity are also excellent ways for students to practice structure with a variety of partners. Think about using the interview to teach students how to ask and answer the question, “¿Qué haces el sábado?” in Spanish or, “Qu’est-ce que tu fais le samedi?” in French. The inside-outside circles activity enables all students to practice structures and vocabulary simultaneously with a variety of partners. Think about using this activity to give students practice in being both shopper and salesclerk, waiter and customer, doctor and patient, and hotel receptionist and tourist.

Even simple communicative tasks for pairs work very effectively when used routinely along with **flexible grouping practices**. “Turn to your partner and find out the name of his/her English teacher,” “Ask your partner what he/she eats for breakfast,” and, “Find out how many people there are in your partner’s family” are examples of tasks that may take only a few seconds, but are valuable communicative language activities because they reinforce both asking for and receiving information. All of these activities, as well as many others, are described in greater detail in the section of the Instructional Guide titled **Instructional Strategies and Best Practices**. Finally, try introducing a short poem, story, legend, song, or recipe that is appropriate to the level of the students, either orally or in written form, emphasizing that students should try to make some sense of the selection before they begin to focus on the grammar. Once students are able to comprehend the whole text, they are better able to deal with all of the linguistic structures within that text.

Section Resource

Joyce, B., Weil M., Showers B. (1992). *Models of Teaching*. Boston: Allyn and Bacon.

Teaching Vocabulary for Acquisition

Language learners go through different levels of memory retention when acquiring new vocabulary. Remembering the words and expressions that we have taught them is more complicated than we sometimes realize. Think for a moment of a telephone number that you have found in the phone directory to call for pizza delivery. If you find the number and dial it once, you will most likely have to look it up again if you wait for a week before ordering another pizza. This is the **pre-short-term stage** of memory – the equivalent of being exposed to a vocabulary word or expression for the first time. If the line is busy when you call, and you repeat the number four or five times before you get through, by the third or fourth time you redial you will probably remember the number. This is the **short term phase** of memory – the equivalent of practicing the word or expression to study for a quiz or using it many times during one activity. We still can't ensure that the word or expression has been internalized into our long-term memory. The phone numbers that we commit to **long-term memory** are those that we use consistently over a long period of time. Likewise, for our students to commit vocabulary words and expressions to long-term memory, they must hear and use them regularly over long periods of time.

In order to assist our students in storing words and phrases in their long-term memories, we must create an acquisition-rich environment in our classes. This involves large doses of active listening, reading, speaking, and writing. The teacher must speak in the target language, using the vocabulary to teach the vocabulary. The student must hear and read the word multiple times in multiple experiences, and speak and write with the vocabulary in meaningful exchanges. These acquisition-rich experiences should be understandable to the student, yet always at a level to which the student can comfortably stretch. Characteristics of **comprehensible input** include the use of gestures and pictures, little or no slang, few idiomatic expressions, simple syntax, and frequent comprehension checks.

Vocabulary can be introduced in many ways, but translating from the target language to English should **not** be one of them. This encourages the student to think of the foreign language as a translation of English, which it is not. Unfortunately once a student is allowed to believe this false concept, he/she will believe that all aspects of the language, grammar included, can be translated from English into the language he/she is learning.

Some strategies that use the target language to introduce vocabulary are:

1. **Total Physical Response (TPR):** (See appendices for a more complete explanation of this strategy.) TPR is most easily done with action verbs; however, it can also be used with nouns, adjectives, etc. Total Physical Response is effective because it involves motion, which is one way in which students attach meaning. It also relies on a preliminary understanding phase before the student can actively use the new vocabulary.
2. **The Natural Approach:** This involves the use of visuals with yes/no and either/or questions to allow students to pass through an understanding phase before they begin to use the word for communication. Using this approach also encourages students to pronounce vocabulary in meaningful ways, thus eliminating mindless repetitions (“repeat after me” is eliminated by using this

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approach). Students are encouraged to answer yes/no and either/or questions that the teacher poses about visuals of the vocabulary being taught. Teachers accentuate the vocabulary being taught, while speaking naturally with the words in the target language to stretch the students' level of comprehension.

- Example: (picture of a beach in a Level 1A class – teacher speaking in the target language): This is a picture of a **beach** - Ocean City, I think. I haven't been to the **beach** in a long time, but going to the **beach** is something I like to do. There are a lot of **beaches** in this area, but most of the **beaches** are at least three hours away from here. Do you like to go to the **beach**? Who goes to the **beach** at least one time in the summer (students raise their hands)? Who goes to the **beach** every weekend in the summer? Which is your favorite **beach**? (The teacher has now repeated the target word *beach* nine times. Some students have understood a lot of the teacher talk, while others have at least mastered an understanding of the word *beach*.)
 - 2nd word: (picture of a swimming pool) Now, this is not the **beach**. People who can't go to the **beach** often go to the **swimming pool**. And then people who don't like the **beach** also go to the **swimming pool** if they like to swim. Personally, I prefer the **swimming pool** because there are no animals that will bother me. What **swimming pool** do you go to? Do you prefer the **beach** or the **swimming pool**? (This activity has now allowed for the student to understand both words and to begin to repeat the word in a meaningful exchange. By repeating the word in a meaningful context the student is acquiring the correct pronunciation while at the same time internalizing the meaning of the word.)
3. **Vocabulary list as an activity:** If the students are given a list of vocabulary words with accompanying pictures, the teacher can introduce the words **with questions** instead of asking the students to repeat the correct pronunciation of the words. This would include questions of this nature (pictures of the rooms in the home and basic furnishings):
 - If you wanted to watch television, would you go to your **kitchen** or to your **bedroom**? (The students have now heard the pronunciation of the two rooms and are repeating only the one that answers the question). And where do you generally eat your lunch on the weekends, in the **kitchen**, in your **bedroom**, or in the **family room**? (Again, this approach avoids repetitions of vocabulary.)
 4. **Personalizing:** Anytime you can personalize the vocabulary you are teaching, you increase the chance that the students will internalize the information. One way to accomplish this is to use the strategies explained with the **Natural Approach**.
 5. **Information-Gap activities:** An Information-Gap activity is one in which students must work with each other or you to carry out a task and arrive at a conclusion. Instead of showing a flashcard of an orange and asking, "What is this?" you would show a picture of many different kinds of fruit, remind the students of how to say them, and ask them to come up with the three best ingredients for a fruit salad. Students then negotiate while using the words that you can repeat for them as they ask you to remind them of how to say the words.

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6. **Associations:** This can be done orally or in writing. As you are practicing the vocabulary for the parts of the body, you can ask questions such as, “Where do you put your shoes?” “What do you associate with eating?” or, “What part of the body do you associate with baseball?”
7. **Open-Ended situations:** By allowing for multiple answers, you are creating many opportunities for students to hear different vocabulary and to negotiate a group solution. After you have allowed the students to create their own fruit salad, you can have them negotiate and decide on the best five ingredients for a group salad.
8. **Individual flash cards:** You can have students create their own flash cards with particular vocabulary words on one side and pictures of them on the other. With these cards you can then create activities to categorize the words in different ways, as well as memory games, etc. to practice the vocabulary. For example, if you are teaching places in the community, you can ask the students to place the flash cards of the places where they might go on the weekend in one pile and the places where they only go on weekdays in another pile. By creating cards with the vocabulary word in the target language on one side and a picture instead of the English word on the other side, you are reinforcing the fact that one language is not a translation of the other.
9. **Games:** Games are a very motivating way to practice vocabulary and to create situations in which teachers can check to see individual students’ progress in internalizing the vocabulary being learned. Although games usually practice language at a more mechanical and less of a communicative level, the motivational factor that is involved can make them a successful tool to use.
10. **Multiple intelligences:** It is important to create experiences that motivate and engage students with different learning styles. The following suggestions are aligned with different intelligences.

Verbal/Linguistic:

- Create and present skits.
- Expert student practices with struggling learner.
- Create a vocabulary puzzle or game for the class.
- Describe a simple picture while your partner draws it.
- Write a description (example: what you are wearing today) and have your teacher read it to the class while the class guesses who wrote it.
- Play *Password*.
- Play *Family Feud*.
- Create true/false statements using the vocabulary for students to call out the answer.
- Play *Ladders*.
- Play *Heart Attack*.

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Logical/Mathematical:

- Play guessing games.
- Create graphs of class answers or preferences.
- Create a connect-the-numbers picture.
- Predict.
- Read to solve a problem.
- Solve a crossword puzzle.
- Play *Jeopardy*.
- Create a board game with the vocabulary.
- Play a game with numbers.
- Decipher codes.

Visual/Spatial:

- Play *Win, Lose, or Draw*.
- Draw a picture that is being described to you.
- Play *Charades*.
- Draw a poster/create a brochure.
- Look at a picture and try to remember what you saw when the picture is removed.
- Play *Bingo* – draw the item on the Bingo board instead of writing out the word.
- Play *Concentration* matching up pictures to their words.
- Play *Memory*.

Bodily/Kinesthetic:

- Perform skits/role play.
- Play *Charades*.
- Play *Memory*.
- Create paper dolls with clothes or a home with furniture to move things around.
- Create parts of sentences to be joined by walking around the room matching them up.
- Create a mini-community to practice the vocabulary in question (a shop in which to purchase clothing, etc.).

Interpersonal:

- Ask questions of each other.
- Complete *Who in the class...?* scavenger hunts.
- Do *Mad Libs*.

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- Participate in cooperative learning experiences and group activities.

Intrapersonal:

- Create personalized lists (e.g., What you would pack for a vacation?).
- Do silent reflection activities.
- Practice concentration skills and higher order reasoning.

Musical/Rhythmic:

- Practice the vocabulary with rhythmic patterns.
- Learn the vocabulary to music.
- Create a vocabulary song or dance.

Naturalistic:

- Take a nature walk or field trip.
- Collect and classify nature items.
- Keep a journal or log.

To put these ideas to practice, try following these steps:

1. Choose the chunk of vocabulary that you want to introduce.
2. Decide on your strategy to introduce the vocabulary.
3. Identify the strategies you will use to practice the vocabulary, realizing that it takes multiple experiences for students to internalize what they are practicing.
4. Think about where in the real world students would actually use the vocabulary being learned, and create a simulated real-world experience.
5. Decide how to assess what they **know and can do** with the language and not what they don't know and can't do.

Multiple Intelligence Section Resources

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

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Thinking Skills

Brainstorming – The ability to work with a group of other people and withhold judgment while identifying various innovative and numerous alternatives for solving a given problem.

Categorizing – The ability to group similar objects or items according to established attributes or characteristics.

Classifying – The ability to sort, organize, and group information.

Creative Problem Solving – The ability to use a multiple-step process to identify, research, and plan to solve a subproblem that requires a novel but irrelevant solution in order to remedy or alter a problem situation.

Comparing and Contrasting – The ability to identify common attributes and distinctions between objects, ideas, or events.

Decision-Making – The ability to use appropriate criteria to select the best alternative in a given situation after careful consideration of the facts, possibilities, consequences, and one’s personal values.

Deductive Thinking – The ability to draw a logical conclusion in which the premises were related and supported the argument under discussion.

Detecting Inconsistencies – The ability to identify contradictions or incompatibilities within an argument.

Determining Cause and Effect – The ability to identify the varied and most powerful reasons for, or results of, a given event or previous action.

Elaboration – The ability to generate a large number of minute details or descriptions that explain a specific and/or novel solution to a problem.

Formulating Questions – The ability to develop relevant inquiries that will provide needed information to solve a given problem.

Generalizing – The ability to use repeated, controlled, and accurate observations to develop a rule, principle, or formula that explains a number of related situations.

Goal-Setting – The ability to identify the most desirable end state of a problem situation.

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Identifying Ambiguity – The ability to identify words or phrases within an argument that have two or more possible meanings so as to be unclear, indefinite, vague, and subject to personal interpretation.

Identifying Characteristics – The ability to identify the distinct, specific, and relevant details that distinguish a person or idea.

Identifying Missing Information – The ability to identify the information that is needed to evaluate the strength of an argument; information that may have been purposefully omitted from related data sources.

Identifying Point of View – The ability to recognize the various individuals or groups that may have differing sets of observations or priorities that influence their perspectives on a given argument.

Imagery – The ability to visualize a situation or an object and to mentally manipulate various alternatives for solving a problem related to the object or situation without benefit of models, props, or physical objects.

Inductive Thinking – The ability to draw an inferential conclusion on the basis of repeated observations that yielded promising, and consistent, but incomplete, data.

Making Analogies – The ability to identify a relationship between two familiar items or events and similar items or events in a novel situation for the purpose of problem-solving or creative productivity.

Metacognition – The ability to think about and describe one’s thinking.

Memory – The ability to readily bring from long-term memory relevant, stored facts and information.

Pattern Finding – The ability to recognize the specific variations between two or more attributes in a relationship.

Planning – The ability to develop a detailed and sequenced program of action to achieve an end.

Predicting – The ability to use pattern recognition, comparing and contrasting, and identified relationships to identify and anticipate likely events in the future.

Prioritizing and Sequencing – The ability to place items or events in a hierarchical order according to a quantifiable value.

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Problem Solving – The ability to define and describe a problem, to identify the ideal outcome, and to select and test possible strategies and solutions, revising and evaluating as necessary.

Recognizing Attributes – The ability to assign a name or label to the general or common features of people or ideas.

Seeing Relationships – The ability to compare ideas or events to identify the relationship between two or more operations.

Summarizing – The ability to give a brief review of essential information that has been read, heard, or observed.

Synectics – Synectics uses analogy, metaphor, and simile to help users find relationships between things in order to learn (make the strange familiar) and innovate (make the familiar strange). It operates with a psychological attitude that it is easier to solve other's problems than it is to solve our own problems, therefore asking us to "get outside of our problem" so that we might get deeper into it.

Retrieved June 27, 2003 from <http://www.writedesignonline.com/organizers/synectics.html>

Retrieved June 27, 2003 from http://edweb.sdsu.edu/Courses/ET650_OnLine/MAPPS/Synectics.html

Section Resources

Burns, Deborah E. (1991). "Developing a Thinking Skills Component in the Gifted Education Program," *Roeper Review* (Vol. 14, pp. 72-79).

Sousa, David A. (2001). *How the Brain Learns: A Classroom Teacher's Guide*. Thousand Oaks: Corwin Press.

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