

The following description of the 18 week French language program K-5 at Sacred Heart School in Groton is based on desired performance outcomes outlined in the Connecticut State and Norwich Diocesan K-12 World Language Strands and Achievement Standards:
1 – Communication 2 – Cultures 3 – Connections 4 – Comparisons among languages
5 – Comparisons among cultures and 6 – Communities.

The objective is to master Novice level performance by Grade 5 to provide a solid base for continued study in Grades 6-8 and for judging language preference at that point. The Beginner level should be mastered by Grade 8 and the Intermediate level may be partially achieved in various strands by then as well. All grades are expected to have mastered the material introduced in previous levels. Students new to the school, with no previous background in French may need tutorial sessions.

The language of instruction is French for Communication activities. Other strands may require brief or extended English language use for discussion purposes.

KINDERGARTEN

Communication:

- A - Greet and respond to simple greetings and farewells. Match the time of day (morning ,afternoon, evening) with a pictured or real life activity. Use proper forms of address (Madame, Monsieur, Mademoiselle, Pere).
- B – Perform simple commands (sit down, stand up, line up, etc.).
- C - Identify necessity and need with courtesy phrases (please, thank you, may I).
- D – Name the days of the week and identify them on a calendar.
- E - Identify colors (10).
- F - Count and sing to 10.
- G - Recognize animal names (bear, bird, rabbit, kitten, etc.).

Cultures: *understanding French traditions*

- A – Say the sign of the Cross appropriately.
- B – Identify the French flag and national symbols and colors.
- C - Listen to the national anthem, *La Marseillaise*.
- D – Learn the shape of France (hexagon) and 5 shapes.
- E - Hear and sing French Christmas carols.

Connections: *comparisons among cultures/ languages*

- A – Listen to familiar fairy tales and stories told in French (Goldilocks, etc.)
- B - Celebrate birthdays with song
- C - Halloween, Thanksgiving, Christmas customs – USA / France
- D - French lullaby
- E - Hand shaking with greetings/ closer proximity
- F – French breakfast food (croissants & chocolat) *

Communities: *use of French beyond the classroom*

- A – French speaking family members visit class (if possible).
- B - French heritage within class members’ families noted.

GRADE ONE

Communication:

- A – Review the Kindergarten skills with expansion.
- B - Identify parts of the body, using Head, Shoulders, Knees & Toes.
- C - Perform simple commands (point, touch, put on, take off).
- D - Learn basic clothing items for winter, then spring, using colors.
- E - Seasons and months, using French calendar.
- F - Count from 0- 20 (or up to the number of students in class).
- G - Identify family members, including pets.
- H - Talk about emotions and state of being (glad, mad , sad, etc).

Cultures: *understanding French traditions*

- A - Review the sign of the cross.
- B - Talk about housing in France : farms, apartments, houses, castles
- C – How they celebrate holidays – Epiphany (Fete des Rois), Mardi Gras, and Easter. *

Connections: *comparisons among cultures/languages*

- A – Imitate appropriate greeting gestures: handshakes, kissing (bises) for friends and family.
- B - Point on a map or globe to France and other francophone areas.
- C - Watch segments of MUZZY, BBC program in French (interdisciplinary).
- D – Identify classic toys/games in France and USA (billes, cache-cache).
- E - Compare pictures/photos of houses typical of France and Connecticut.

Communities:

- A - French speaking family members visit class (if possible).
- B - Visit the World Language Room for Mardi Gras.
- C - Students introduce themselves to Mr. Mike in French.
- D - Students sing a French song in public performance for the school.

GRADE TWO

Communication:

- A – Review the K and Grade 1 skills with expansion.
- B - Learn the letters of the French alphabet with song.
- C - Spell names of students in the class aloud.
- D - Practice counting from 21 – 31.
- E - Tell time on an analog clock (hours and half hours).
- F - Memorize days of the week with song.
- G - Describe family members and pets.
- H - Identify place setting objects and utensils.
- I - Connect meals to certain time slots.

Cultures: *understanding French traditions*

- A - Learn a Grace before meals.
- B - Set a table for lunch (dejeuner).
- C - Discuss meals – sequence, time, foods (bread, wine, salads, etc.)
- D - How they celebrate holidays – Epiphany, Mardi Gras, Easter.

Connections: *comparisons among cultures*

- A – Spelling French names and the use of accents.
- B - Explain Fetes (i.e. Saint name day).
- C - It's a “dog’s life” in France – favored pets.
- D - Bells (cloches) more than bunnies for Easter.*
- C - Celebrate birthdays with song.
- E - Using expressions “A table” and “Bon Appetit!”

Communities: *use of French beyond the classroom*

- A – Visit the World Language Room for Mardi Gras.
- B - Prepare and present Easter cards to family members.

GRADE THREE

Communication:

- A – Review the Grade 1 skills with expansion, especially alphabet and numbers.
- B - Introduce numbers 32 – 50, using addition and subtraction.
- C - Use weather expressions and temperatures on Co and Fo scales.
- D – Identify seasons relating to weather expressions.
- E - Learn clothing vocabulary appropriate to seasons/ review colors.
- F - Begin to write familiar words, phrases, simple sentences (meaningful context)
- G – Learn vocabulary for body parts, with labeling and 3 songs (Tete,epaules..., Alouette, Savez-vous planter...)
- H – Introduce and describe themselves, family members and pets.
- I - Review colors with labeling.
- D – Draw and label pictures to describe simple story.
- E - Comprehend simple questions and commands.
- F - Identify classroom objects with labeling.
- G – Demonstrate understanding of simple story or picture books.
- I - Tell time by quarter hour.

Cultures: *understanding French traditions*

- A – Memorize the Hail Mary in French (Je vous salue, Marie..).
- B – Play Simon Says with body part vocabulary.
- C - Act out fairy tale with brief dialog (i.e. Three Bears or Red Riding Hood).
- D – Watch segments of MUZZY, related to description words.
- E - Explain Halloween as a “new” holiday in France/ absence of Thanksgiving.
- F - Devoirs = homework and the French work ethic.

Connections: *comparisons among cultures*

- A - Provide Halloween vocabulary for labeling.
- B - Read Eric Carle books in translation : Ours brun (Brown bear), etc.
- C - Christmas customs, songs, foods (Midnight Mass, reveillon, etc.)
- D - Explain La Fete de Saint Nicolas (shoes, not stockings).
- E - New Year’s gifts and celebrations.

Communities:

- A – Sing Christmas Carols to Spanish classes in school.
- B - Share a simple recette (recipe) for Buche de Noel with family members.

GRADE FOUR

Communication:

- A – Review Grade 3 skills with expansion, especially days, seasons, months, holidays.
- B - Introduce numbers 51-100, manipulate in addition, subtraction, multiplication
- C – Create a calendar for 2011 including days, months, birthdays, fetes, holidays
- D – Review spring holidays for labeling.
- E - Write date daily and in full: DAY/ month/ year.
- F - Orally introduce the subject pronouns: I, you, he, she, it, we, you, they (m/f)
- G - Review time telling with digital time.
- H - Construct a daily school schedule for each student, with times spelled out.
- I – Exchange information on school schedules.
- J - Measure with metric system: height, space and liquids.
- K –Write short letter of introduction to a French pen-pal (real or imagined).

Cultures: *understanding French traditions*

- A – Monday start date for the week on French calendars.
- B - Metric system used for measurements in most countries.
- C - Cooking measurements and recipes are metric as well.*
- D – Daily diary writing or JOURNAL as a long tradition.
- E – Spring holiday customs and celebrations surrounding the Epiphany, Lent, the Holy Week, and Easter.
- F – School vacation time in France is longer than here; school year goes into July.

Connections: *comparisons among cultures*

- A- Discuss postal service fundraiser (calendars) and stamps prices in EUROS.
- B – Explain the monetary unit, Euro, and show samples.
- C – Discuss exchange rates among countries : USA-France-Canada.
- D – Sing “Lundi matin...” to review days of the week.
- E - Discuss French names by singing “Frere Jacques”; talk about parallel names.
- F - Use proper names to build French character words (a la Scrabble)
- F - Play with rhyming words and write short poems.

Communities:

- A – Use French calendar at home to schedule family events during vacation.
- B - Regularly measure family members on a metric growth chart.
- C – Share Crepe recipe with family for Mardi Gras (or anytime).*
- D - Visit World Language room for Mardi Gras celebration.
- E – Write or email a francophone relative or pen-pal over vacation.

GRADE FIVE

Communication:

- A – Review Grade 4 skills, with expansion, especially colors, animals, and family members.
- B – Express preferences and wants with “*j’aime*” and “*je voudrais*”.
- C – Practice ordering food in a restaurant setting. (skits)
- D – Name the three main meals, plus a snack (*casse-croute*).
- E - Prepare a short shopping list for the grocery store.
- F - Use *avoir* to tell age and the ages of family members and pets.
- G – Use *etre* to describe oneself with multiple characteristics.
- H – Tell what is in your backpack or desk, item by item.
- I - Name the four directions – north, south, east, west.
- J – Recognize geographic features on a map and name them in French: capitals, cities, rivers, mountains, oceans and seas.

Cultures: *understanding French traditions*

- A – Learn the Our Father (*Notre Pere*) prayer by heart.
- B - Explain the cultural importance of food in France.
- C - Review meals at home, in restaurants, cafes, bistros and tips.
- D - Examine menus and prices (Canada/France) in restaurants for cognates.
- E - Learn the basic food groups and sample foods from each.
- F - Link food items with the customs and celebrations in the spring – Epiphany, Lent, *Mardi Gras*, Easter.
- G – Play *Voici* (Bingo) with numbers 1-75.

Connections: *comparisons among cultures*

- A - Use MUZZY to review descriptors and “I like(love) you!” –Valentine’s Day
- B - Explain the thousands of French cognates in English.
- C – Explore the francophone world, using a song for African nations
- D - Name countries and regions in French.
- E – Introduce Cajun and zydeco music from Louisiane for Mardi Gras.
- F – Keep a record of what you eat and drink for 3 days in a row.
- G – Sing French Christmas carols .
- H – Learn French dance for Mardi Gras.

Communities:

- A – Create an All About Me book in French as a keepsake.
- B – Use a French picture dictionary to find desired words (foods).
- C - Recognize words in French on packaging, advertisements, or in print media that are cognates or *faux amis*.
- D - Sing French Christmas carols for a Spanish class or the school body.
- E - Research and create an informative poster on a French speaking country or region in conjunction with social studies, library, and computer classes.

The emphasis on reading and writing at the middle school level is a natural progression in the second language learning process. For this purpose, the text, ***Bien dit!* (2008)** by Holt was selected for its communicative approach, coupled with the incorporation of the 5 pronged national standards: Communication, Cultures, Connections, Comparisons, and Communities. The Comparison strand in both language and culture are new to the student since they are more formalized at this point in their examination of the nature of language and the concept of culture. In addition, there is more classroom time provided for instruction since class periods increase to 50 minutes twice a week.

GRADE SIX

Communication:

- A – Greet someone and say goodbye; ask someone’s name.
- B - Ask how someone is.
- C - Use numbers 0 -30
- D - Introduce someone.
- E - Ask how old someone is.
- F - Use subjects and verbs.
- G - Use subject pronouns.
- H - Ask about things in a classroom.
- I - Give classroom commands.
- J - Ask the teacher something.
- K - Ask how words are spelled.
- L - Ask for someone’s email address.
- M - Use definite articles and plurals of nouns.
- N - Use indefinite articles and plurals of nouns.
- O - Use the verb AVOIR and negation.
- P - Develop listening and reading skills.
- Q - Develop writing skills.

Cultures: *understanding francophone culture*

- A - Bises – kissing greetings
- B - Proximity when greeting
- C - Gestures
- D - Various wording for greetings dependent upon country
- F - Frequency of greeting throughout the day
- G - Frequency of smiling

Connections: *comparisons among cultures*

- A - Length and complexity of greetings
- B - Differentiated diplomas after high school
- C - French schooling

Communities:

- A - Write a real francophone pen-pal and continue the exchange.
- B - When French ships dock in the Groton area, seek out opportunities to greet and speak to them, when invited by the US Navy.

GRADE SEVEN

Communication:

- A- Rapidly review the Grade Six skills.
- B – Ask about likes and dislikes.
- C - Agree and disagree.
- D – Use definite articles.
- E - Use **–ER** verbs.
- F - Use irregular plurals.
- G – Ask how often you do an activity.
- H – Ask how well you do something.
- I - Use contractions with **A**.
- J - Use conjunctions.
- K - Use **Est-ce que**.
- L - Expand and develop listening and reading skills.
- M – Expand and develop writing skills.
- N - Ask about people.
- O - Ask for an opinion.
- P - Use the verb **ETRE**.
- Q - Use adjective agreement.
- R - Use more irregular adjectives.
- S - Identify family members.
- T - Ask about someone’s family.
- U – Use possessive adjectives.
- V – Use contractions with **DE**.
- W – Use **C’est** vs **Il** or **Elle est**.

Cultures: *understanding francophone cultures*

- A – French and francophone music (classical, popular, Cajun & zydeco).
- B - French vs. American comic books.
- C - Euro, currency of Europe and the metric system.
- D - Traditional and contemporary dancing.
- E - French cinema
- F - Canadian names, first and last; coats of arms (heraldry);family tree

Connections: *comparisons among cultures*

- A – Le football
- B - Canada’s bilingual culture.
- C - Swimming and aquatic sports.
- D - Proverbs.
- E - Youth centers : MJC
- F - Fine arts – painting.
- G – French words embedded in English (cognates); mottos
- H - Family life and meals
- I - Canadian festivals : family, musical (jazz), film, Winter Carnaval

Communities:

- A – Art Exhibit for the school, in conjunction with Art Class of copies of favorite pointillist or impressionist work and report on artist .
- B - Canadian Connection – to highlight the ancestry of many students in the Northeast.
- C - Plan a family trip to Quebec, complete with research on transportation, housing, meals and events or sites to visit.
- D – Build a Bonhomme Carnaval (the snowman mascot of Carnaval) in the 2 weeks before Lent.
- E - Host Mardi Gras (Tuesday before Lent) in World Language Room.

GRADE EIGHT

Communication:

- A – Rapid review of Grade Seven skills.
- B - Ask about classes.
- C - Ask an opinion.
- D - Use **–RE** verbs.
- E - Use **–GER** and **–CER** verbs
- F – Use **le** with days of the week.
- G – Ask others what they need and tell what you need.
- H – Inquire about and buy something.
- I - Use the verbs **PREFERER** and **ACHETER**.
- J - Use adjectives as nouns.
- K – Use agreement with numbers.
- L - Expand listening, reading and writing skills.
- M – Ask about interests
- N – Ask when someone does an activity
- O - Use the verb **FAIRE**.
- P - Use question words.
- Q - Use adverbs.
- R - Extend an invitation.
- S - Make plans.
- T - Use **ALLER** and the **FUTUR PROCHE**.
- U - Use **VENIR** and **PASSE RECENT**.
- V - Use idioms with **AVOIR**.
- W - Expand listening, reading and writing skills.

Cultures: *understanding francophone cultures*

- A - French calendars and national holidays (France & Quebec).
- B - French Language Charter in Quebec province, Canada.
- C - The importance of standardized exams.
- D - Sports : football, cyclisme, tennis, hockey sur glace, ballon-balai chasse, petanque* [dans *La gloire de mon pere*, a film], practiced outside school time.
- E - Paris Opera House, site of the book Phantom at the Opera.

Connections: *comparisons among cultures*

- A – Time telling and the 24 hour clock for scheduling.
- B - Daily school schedule and yearly calendar.
- C - Student representation in school affairs.
- D - Grade levels in French and Quebec schools.
- E - Kindergarten is optional in Quebec.
- F - National exam for college entrance (le baccalaureat).
- G - Fine Arts : Henri Matisse , fauvism.
- H - Fahrenheit vs Celcius for temperature.
- I - Cognates and French phrases embedded in English.

Communities:

- A - Stage a Tour de France style tricycle race at SHS.
- B - Plan and host the Mardi Gras celebration in March.
- C - Contribute to the Art Exhibit with Matisse or Monet-like renditions and short explanation in French (in conjunction with art class).
- D - Play la petanque outside at end of the year pique-nique!
- E - Attend a production of Phantom at the Opera.