

FRENCH LANGUAGE CURRICULUM OBJECTIVES



DIOCESE OF ARLINGTON

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WORLD LANGUAGES CURRICULUM OBJECTIVES

PHILOSOPHY

The teaching of world languages provides a variety of benefits:

Teaches listening, speaking, reading, writing and culture with emphasis on communication
Exposes students to the beauty and richness of other languages and civilizations
Strengthens cognitive thinking skills
Supports the native language of the student and reinforces English grammar

The ultimate goal of an academic elementary program is to complete successfully the level one high school curriculum. The high schools currently require a world language placement test and/or written recommendation by the student's world language teacher.

WORLD LANGUAGE RATIONALE

To support the current/existing philosophy incorporated in the Diocesan World Language Guidelines, we offer the following rationale:

Research indicates the most successful language learning takes place between birth and age ten to twelve. At this young age, the child will have an easier time of learning and retaining the language.

When children study world language, they develop higher cognitive thinking skills. Foreign language study helps students gain a better understanding of the grammar/ structure of their native language. As a result they usually perform better on standardized tests (Terra Nova, HSP/AT, SAT, ACT).

Two or three years of world language study in high school do not always provide fluency in a world language. Fluency will more likely be reached if the child has started world language learning much earlier and continues to advanced levels in high school.

Study of a world language creates citizens who will learn to accept, understand and appreciate the diversity of cultures. Thinking globally will help to promote world peace.

In our global society, as the world becomes more interdependent, students' knowledge of world language is crucial for expanded career opportunities. It will also aid in developing responsible citizens of the world community and bring us closer to realizing the Kingdom of God on earth.

GRADES 1-2

SUGGESTED TOPICS

- FL.1-2.1 Map and location of country – flag of country
- FL.1-2.2 Introducing oneself
- FL.1-2.3 Basic greetings
- FL.1-2.4 Colors
- FL.1-2.5 Fruit
- FL.1-2.6 Numbers 1 to 20 (K-1)
- FL.1-2.7 Numbers 11 to 50 (through 2nd)
- FL.1-2.8 Weather
- FL.1-2.9 Seasons
- FL.1-2.10 Parts of the body
- FL.1-2.11 Face
- FL.1-2.12 Family
- FL.1-2.13 Animals
- FL.1-2.14 Big and small
- FL.1-2.15 Clothes
- FL.1-2.16 I like, I do not like
- FL.1-2.17 Please, I would like
- FL.1-2.18 Holidays
- FL.1-2.19 Days of week/months of the year
- FL.1-2.20 Alphabet
- FL.1-2.21 Nature
- FL.1-2.22 Prayers

GRADE 3

SUGGESTED TOPICS

- FL.3.1 Capital of the country
- FL.3.2 Regions
- FL.3.3 Time
- FL.3.4 I am, You are, He is, She is
- FL.3.5 I have, You have, He has, She has
- FL.3.6 I go
- FL.3.7 Means of transportation
- FL.3.8 My passport
- FL.3.9 Nationalities
- FL.3.10 Classroom
- FL.3.11 I go to town
- FL.3.12 I play, walk, read, write
- FL.3.13 Dialogue with verb to go
- FL.3.14 At the store
- FL.3.15 At the restaurant
- FL.3.16 Setting the table – singular and plural
- FL.3.17 Numbers 50 to 100
- FL.3.18 Prayers

GRADE 4

VOCABULARY

- FL.4.1 Identify greetings and expressions of courtesy.
- FL.4.2 Identify colors.
- FL.4.3 Identify body parts.
- FL.4.4 Identify clothing.
- FL.4.5 Identify classroom objects.
- FL.4.6 Write and count numbers 1-100. (Latin includes ordinals 1-12.)
- FL.4.7 Tell current time.
- FL.4.8 Recite days of week and months of year.
- FL.4.9 Identify academic subjects.
- FL.4.10 Identify daily/weekly schedules.
- FL.4.11 Identify weather and seasons.
- FL.4.12 Identify family members (Parents, grandparents, siblings, aunts, uncles, cousins).
- FL.4.13 Identify rooms of a house.
- FL.4.14 Identify events of personal daily life.
- FL.4.15 Identify common occupations.
- FL.4.16 Identify places in a city.
- FL.4.17 Identify leisure and recreation activities.
- FL.4.18 Identify shopping vocabulary.
- FL.4.19 Identify modes of transportation.

GRAMMAR

- FL.4.20 Identify singular subject pronouns in sequential order.

- FL.4.21** Conjugate commonly used verbs in the singular. (e.g.: to have, to be, to make, to go)
- FL.4.22** Identify gender and number of nouns.
- FL.4.23** Identify gender and number of definite articles. (N/A in Latin)
- FL.4.24** Identify gender and number of indefinite articles. (N/A in Latin)
- FL.4.25** Identify commonly used adjectives.
- FL.4.26** Identify singular possessive adjectives. (my, your, his/her, it)
- FL.4.27** Explain rules for noun-adjective agreement.
- FL.4.28** Explain rules for noun-adjective placement.
- FL.4.29** Ask and respond to questions using Interrogatives (who, what, where, how).

SOUND DISCRIMINATION

- FL.4.30** Spell in target language.
- FL.4.31** Pronounce words correctly.
- FL.4.32** Apply correct intonation in statements and questions

LISTENING

- FL.4.33** Respond to simple spoken statements and questions.
- FL.4.34** Respond to classroom commands (singular and plural).

SPEAKING

- FL.4.35** Pray in target language. (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)
- FL.4.36** Produce and respond to questions using interrogatives.
- FL.4.37** Apply unit vocabulary through activities emphasizing oral communication.

READING

FL.4.38 Read and comprehend simple written text.

WRITING

FL.4.39 Answer questions with complete sentences.

FL.4.40 Create a paragraph using correct grammar and appropriate vocabulary.

CULTURE AND CIVILIZATION

FL.4.41 Identify examples of art, music, literature, history and geography.

GRADE 5

VOCABULARY

- FL.5.1 Exchange greetings and expressions of courtesy.**
- FL.5.2 Incorporate colors as adjectives.**
- FL.5.3 Identify and apply body parts vocabulary in dialogue setting.**
- FL.5.4 Identify and apply clothing vocabulary in dialogue setting.**
- FL.5.5 Identify and apply classroom objects vocabulary in dialogue setting.**
- FL.5.6 Write and count numbers 1-100. (Latin includes ordinals 1-12.)**
- FL.5.7 Tell time. (Present and Time of events e.g. The show starts at 4 o'clock)**
- FL.5.8 Recite days of week and months of year, in and out of sequence.**
- FL.5.9 Identify and apply academic subjects vocabulary in dialogue setting.**
- FL.5.10 Describe daily/weekly schedules.**
- FL.5.11 Describe weather and seasons.**
- FL.5.12 Identify and apply family members vocabulary (Parents, grandparents, siblings, aunts, uncles, cousins) in dialogue setting.**
- FL.5.13 Identify and apply rooms of a house vocabulary in dialogue setting.**
- FL.5.14 Describe daily life.**
- FL.5.15 Identify common occupations vocabulary in dialogue setting.**
- FL.5.16 Describe places in a city in dialogue setting in target culture.**
- FL.5.17 Identify and describe leisure and recreation activities vocabulary in dialogue setting in target culture.**
- FL.5.18 Identify and apply shopping vocabulary in dialogue setting.**
- FL.5.19 Identify and apply modes of transportation vocabulary in dialogue setting.**

GRAMMAR

- FL.5.20 Identify plural subject pronouns in sequential order.**
- FL.5.21 Conjugate commonly used verbs in the singular and plural. (e.g.: to have, to be, to make, to go)**
- FL.5.22 Conjugate verbs used in idiomatic expressions. (e.g.: I'm hungry. I'm cold. I'm ten years old.)**
- FL.5.23 Apply gender and number of nouns.**
- FL.5.24 Apply gender and number of definite articles. (N/A in Latin)**
- FL.5.25 Apply gender and number of indefinite articles. (N/A in Latin)**
- FL.5.26 Apply commonly used adjectives.**
- FL.5.27 Apply singular possessive adjectives. (my, your, his/her, it)**
- FL.5.28 Apply rules for noun-adjective agreement.**
- FL.5.29 Apply rules for noun-adjective placement.**
- FL.5.30 Identify subject and direct object pronouns. (how much, when, at what time)**

SOUND DISCRIMINATION

- FL.5.31 Spell in target language.**
- FL.5.32 Pronounce words correctly.**
- FL.5.33 Apply correct intonation in statements and questions.**

LISTENING

- FL.5.34 Respond to simple spoken statements and questions.**
- FL.5.35 Respond to classroom commands (singular and plural).**

SPEAKING

- FL.5.36 Pray in target language. (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)**
- FL.5.37 Produce and respond to questions using interrogatives.**
- FL.5.38 Apply unit vocabulary through activities emphasizing oral communication.**

READING

- FL.5.39 Read and comprehend simple written text.**

WRITING

- FL.5.40 Answer questions with complete sentences.**
- FL.5.41 Create a paragraph using correct grammar and appropriate vocabulary.**

CULTURE AND CIVILIZATION

- FL-5.42 Identify examples of art, music, literature, history and geography.**

DIOCESAN FRENCH LEVEL 1 CURRICULUM
Grades 6-8

This curriculum guide is meant to be non-text specific. This course represents a full year of study or equivalent. Curriculum should encourage oral proficiency.

VOCABULARY

- F.6-8.1** Greetings such as: **Bonjour, au revoir, bonsoir, bon appétit, etc.**
Asking someone's name and telling your name.
- F.6-8.2** Expressions to talk about the weather such as: **Il fait beau, Il fait mauvais, Il fait du vent, Il fait froid, etc.,** and the question: **Quel temps fait-il?**
- F.6-8.3** Expressions: **il y a, c'est, voilà, voici.**
- F.6-8.4** Expressions of time such as: **mois, semaine, an, année, jour, journée, demain, hier, aujourd'hui, le soir, l'après-midi, le mois prochain, la semaine prochaine, l'année prochaine, etc.** The days of the week/the months of the year/the seasons.
- F.6-8.5** How to tell time: **Quelle heure est-il? Il est huit heures, etc.**
- F.6-8.6** How to tell someone's age: **J'ai 14 ans. Quel âge avez-vous? J'ai dix ans., etc.**
- F.6-8.7** Names of countries bordering France, adjectives of nationality, names of languages of same, and prepositions used with geographical names.
- F.6-8.8** Cardinal numbers up to 1000 and ordinal numbers from 1st through 10th.
- F.6-8.9** Adverbs of time: **souvent, toujours, quelquefois, maintenant, etc.**
- F.6-8.10** The following question words: **est-ce que, qu'est-ce que, qui, que, comment, combien, pourquoi, quand, où.** Simple questions: **Combien coûte? C'est cher, bon marché etc.**
- F.6-8.11** Common prepositions: **dans, sur, sous, devant, derrière, avec, chez, pour, après, avant.** Expressions of place: **Près de, à côté de, loin de, en face de, etc.**

- F.6-8.12** Basic furniture and rooms of the classroom and house.
- F.6-8.13** Most common clothing: robe, manteau, bottes, etc.
- F.6-8.14** Most common colors.
- F.6-8.15** Common food and drink-related vocabulary such as: lait, café, eau minérale, coca, chocolat, croissants, pain au chocolat, glace, pizza, croque-monsieur, crêpe, etc. Names of common vegetables and fruits. The polite expression: Je voudrais. Ability to read a simple menu or talk about a meal: du poisson, de la viande, de l'eau, du sel, du poivre, etc.
- F.6-8.16** Names of members of the family and cognate-based professions such as: dentiste, pilote, docteur, etc.
- F.6-8.17** Common first names, such as: Jean, Marie, Pierre, etc.
- F.6-8.18** Buildings and places in a town, such as: gare, hôpital, église, etc.
- F.6-8.19** Common expressions with avoir: J'ai tort., J' ai raison., J'ai soif., J'ai faim., J'ai choud., J'ai froid
- F.6-8.20** Expressions with jouer à, jouer de, and simple faire expressions such as: faire les courses, la vaisselle, du ski, etc.
- F.6-8.21** Parts of the body and expressions such as: J'ai mal à...
- F.6-8.22** Physical description and personal characteristics
- F.6-8.23** Class schedule, subjects and school supplies
- F.6-8.24** Transportation and directions
- F.6-8.25** Shopping

GRAMMAR

- F.6-8.26** Expressions such as: Combien coûte, j'ai besoin de, c'est cher, c'est bon marché, je veux, tu veux, je voudrais, tu voudrais
- F.6-8.27** Verb tenses: imperative, present indicative of all common regular ER, IR, and RE verbs, and the following irregular verbs: être, avoir, aller, faire, prendre, pouvoir, vouloir, connaître, sortir, partir, dormir, mettre, savoir.

- F.6-8.28** Use of these tenses (see #27 above) in an affirmative, interrogative, or negative construction.
- F.6-8.29** Elision.
- F.6-8.30** Definite, indefinite, partitive articles, contractions and négatives.
- F.6-8.31** Plural of nouns.
- F.6-8.32** Agreement and position of common descriptive adjectives.
- F.6-8.33** Possessive adjectives.
- F.6-8.34** Demonstrative adjectives.
- F.6-8.35** Possession with “de”.
- F.6-8.36** Subject pronouns
- F.6-8.37** Independent pronouns: moi, toi, etc.
- F.6-8.38** Near future: aller + infinitive.
- F.6-8.39** Interrogative adjectives: quel, quelle, quels, quelles.
- F.6-8.40** Basic expressions of quantity.
- F.6-8.41** Passé Composé with “avoir”
- F.6-8.42** Opposition of j’aime le..., je mange du...

LISTENING

- F.6-8.43** Simple spoken sentences
- F.6-8.44** Commands in the target language
- F.6-8.45** Sound discrimination
- F.6-8.46** Sound of all the letters of the alphabet.
- F.6-8.47** Sound change with accents.
- F.6-8.48** Statement verses question intonation.
- F.6-8.49** Liaison.

F.6-8.50 **Difference between the sounds of all the nasals.**

SPEAKING

F.6-8.51 **Statement versus question intonation**

F.6-8.52 **Liaison**

F.6-8.53 **Difference between the sounds of all the nasals**

F.6-8.54 **Simple questions/statements in the affirmative and negative**

F.6-8.55 **Basic questions**

F.6-8.56 **Pray in target language**

F.6-8.57 **Oral proficiency/sound discrimination**

READING

F.6-8.58 **Simple written text in target language**

WRITING

F.6-8.59 **Proper word order in the construction of sentences**

F.6-8.60 **Concept of conjugation**

F.6-8.61 **Proper use of subject verb agreement**

F.6-8.62 **Parts of speech**

F.6-8.63 **Correct punctuation**

F.6-8.64 **Basic vocabulary**

F.6-8.65 **Concept of gender**

F.6-8.66 **Translating from good French into good English**

CULTURE AND CIVILIZATION

F.6-8.67 **Phrases in greetings, introductions, and farewells.**

- F.6-8.68** **Names of the most important French holidays and explanation of how they are celebrated.**
- F.6-8.69** **Geographical features of France.**
- F.6-8.70** **Monuments of Paris.**
- F.6-8.71** **Other Francophone countries.**
- F.6-8.72** **Eating customs in France vs. U.S.**
- F.6-8.73** **School schedule in France vs. U.S.**
- F.6-8.74** **Vous vs. tu (present tense)**

FRENCH LANGUAGE RESOURCES

TABLE OF CONTENTS

- 1. Religious Activities in World Language Classes K-8**
- 2. French Prayers**
- 3. French Teaching Materials**
- 4. Educational Resources on the Internet**
- 5. Additional Resource Books**

RELIGIOUS ACTIVITIES
IN WORLD LANGUAGE CLASSES K-8

PRAYERS

- **Begin each class with Our Father or Hail Mary.**
- **Teach the Sign of the Cross, Our Father, Hail Mary, Glory Be, Act of Contrition Creed, School prayer, Morning prayer, the Ten Commandments, etc. (see attachment).**
- **Special prayers for Christmas, Easter.....(written by students or teacher).**
- **Masses with world language incorporated (i.e. psalms, Our Father, Intentions)**
- **Intentions in the world language during class prayer or Liturgies.**
- **Attend a French, Spanish or Latin mass in the DC area.**
- **Make a personal book of prayers.**
- **Translate refrains of well-known hymns into the world language.**
- **Say grace before lunch.**
- **Say the Rosary.**
- **For 8th graders, read the section on Confirmation (see attachment)**

LITURGICAL CALENDAR

- **Advent and Lent vocabulary and activities.**
- **Celebrate All Saints Day and important Saints Days.**
- **Learn about Saints of the country.**
- **Assign a Saint name to each student and celebrate their Saint's Day.**
- **Celebrate the Epiphany with the special cake and rituals.**

- **Celebrate Christmas and Easter and other religious days by reenacting, baking, or doing arts and crafts projects. (Book: Catholic Crafts)**
- **Incorporate world language songs in religious concerts (Christmas pageants, Spring Concerts, etc.).**
- **Explore Pilgrimage places through videos, books and projects.**

SPECIAL PROJECTS

- **Make stained glass window (Our Lady of Guadalupe, Rosace de Notre Dame).**
- **Visit an old church, the Shrine, the Cathedral in D.C.**
- **Study the history of the church (Spanish friars, French abbeys, etc.).**
- **Make students experience the atmosphere and the style of churches of the country.**
- **Devote a period to a Geography lesson: finding towns named in honor of saints (i.e. southwest US for Spanish and in France and Canada for French).**
- **Tour their own church at school in the target language.**
- **Go to Galleries, Museums to acquaint students with religious works (National Gallery for Greco and Velasquez for example).**
- **Acquaint the students with the various religious holidays of the country (such as Semana Santa).**

PRAYERS IN FRENCH

The Sign of the Cross *Signe de la Croix*

Au nom du Père, et du Fils, et du Saint Esprit. Amen.

Glory Be

Gloire au Père, au Fils, et au Saint Esprit. Comme il était au commencement, maintenant et toujours dans les siècles des siècles. Amen.

Prayer to the Holy Spirit

Prière au St. Esprit

Viens Esprit-Saint, emplis le coeur de tes fidèles, et allume en eux le feu de ton amour. Seigneur, envoie ton esprit et tout sera créé et tu renouvelleras la face de la terre.

Our Father

Notre Père

Notre Père qui es aux cieux, que ton nom soit sanctifié, que ton règne vienne, que ta volonté soit faite sur la terre comme au ciel. Donne-nous aujourd'hui notre pain de ce jour. Pardonne-nous nos offenses, comme nous pardonnons aussi à ceux qui nous ont offensés. Et ne nous

soumet pas à la tentation, mais délivre-nous du mal. Amen.

Hail Mary *Je vous salue, Marie*

Je vous salue, Marie, pleine de grâce, le Seigneur est avec vous; vous êtes bénie entre toutes les femmes et Jésus, le fruit de vos entrailles, est béni. Sainte Marie, mère de Dieu, priez pour nous, pauvres pécheurs, maintenant et à l'heure de notre mort. Amen.

Act of Contrition

Acte de Contrition

Mon Dieu, j'ai un très grand regret de vous avoir offensé, parce que vous êtes

infiniment bon, et que le péché vous

déplaît. Je prends la ferme résolution,

avec le secours de votre sainte grâce, de ne plus vous offenser et de faire

pénitence.

Grace

Prière avant le repas

Que la main de Jésus-Christ nous bénisse, nous et la nourriture que nous allons prendre. Au nom du Père et du Fils, et du Saint-Esprit. Amen.

Prière après le repas

Nous vous rendons grâce pour tous vos bienfaits, ô Dieu tout-puissant, qui vivez et régnez dans les siècles des siècles. Amen.

Le Credo

Je crois en un seul Dieu, le Père tout-puissant, créateur du ciel et de la terre, de l'univers visible et invisible. Je crois en un seul Seigneur, Jésus Christ, le Fils unique de Dieu, né du Père avant tous les siècles:
Il est Dieu, né de Dieu, lumière, née de la lumière, vrai Dieu, né du vrai Dieu,
Engendré, non pas créé, de même nature que le Père, et par lui tout a été fait.
Pour nous les hommes, et pour notre salut, il descendit du ciel;
Par l'Esprit Saint, il a pris chair de la Vierge Marie, et s'est fait homme.
Crucifié pour nous sous Ponce Pilate, il souffrit sa passion et fut mis au tombeau.
Il ressuscita le troisième jour, conformément aux Écritures, et il monta au ciel; il est assis à la droite du Père.

Il reviendra dans la gloire, pour juger les vivants et les morts; et son règne n'aura pas de fin.

Je crois en l'Esprit Saint, qui est Seigneur et qui donne la vie; il procède du Père et du Fils;

Avec le Père et le Fils, il reçoit même adoration et même gloire; il a parlé par les prophètes.

Je crois en l'Église, une, sainte, catholique et apostolique.

Je reconnais un seul baptême pour le pardon des péchés.

J'attends la résurrection des morts, et la vie du monde à venir. Amen.

The Ten Commandments

Les Commandements de Dieu

1. Tu adoreras Dieu seul et tu l'aimeras plus que tout.
2. Tu ne prononceras le nom de Dieu qu'avec respect.
3. Tu sanctifieras le jour du Seigneur.
4. Tu honoreras ton père et ta mère.
5. Tu ne tueras pas.
6. Tu ne feras pas d'impureté.
7. Tu ne voleras pas.
8. Tu ne mentiras pas.
9. Tu n'auras pas de désir impur volontaire.
10. Tu ne désireras pas injustement le bien des autres.

FRENCH TEACHING MATERIALS

TEXTBOOKS

- T1 *Apprenons le Français*, grades 1, 2, and 3, 1998. Gwenaelle Marston (703) 684-0347. Price: \$8.50.
- T2 Discovering Languages: French, grades 3 and 4, Amsco School Publication, Inc. 1-800-969-8398.
- T3 Exploring French, 2nd Ed., grades 4-5, EMC Paradigm Publishing, 1995. ISBN #0-8219-2403-6. 1-800-328-1452 or educate@emcp.com. Price: \$13.95.
- T4 French is Fun Book 1 – grades 6, 7, 8, ISBN 1-56765-317-0 (softbound). Price: \$14.75. Order # R690P. Book 1 workbook ISBN 1-567-65-305-7. Price: \$6.00. Order # R523W. Available from AMSCO School Publications, Inc. 1-800-969-8398.
- T5 Text – Bon voyage! Glencoe/McGraw-Hill, Copyright 2002. ISBN 0-07-821257X. Includes Teacher Wraparound Edition, ISBN 0-07-824343-2, Workbooks, Tests, Audio Program, Video Program.
- T6 Nouveaux Copains ('86) in 3 parts and Workbook –grades 6, 7, 8, by Harcourt Publishing, 800-255-5425. ISBN (book) 0-15-381691-0 (not in print) ISBN (workbook) 15-381704-6 (still in print).

SUPPLEMENTARY MATERIALS

- S1 A Bit of Everything, by Lisa Sernett. Pub. by T.S. Dennison & Co., Inc., 1991. ISBN # 0-513-02064-0. Price: \$9.95.
- S2 French Elementary Homework Booklet, Levels 1 and 2. Instruction Fair, Inc., ISBN #0-88012-990-5 and # 0-88012-991-3. Call Carlex: 1-800-526-3768. Order #2571. Price \$5.50.
- S3 French 100 Reproducible Activities: Elementary Level. Instructional Fair, Inc., ISBN # 1-56822-666-7. Call Carlex: 1-800-526-3768. Price \$11.89. Order #HB871.
- S4 Getting to Know France and French, by Nicola Wright. Barron's Educational Series, Inc., ISBN # 0-8120-1532-0. Price: \$6.95.

- S5 Let's Learn About France, Passport Books, NTC Publishing Group, 1993, ISBN # 0-8442-1403-5. Price: \$4.95.
- S6 The Usborne French Songbook for Beginners, ECD Publishing, ISBN #0-7460-2425-8. Price: \$6.95. Call 1-800-727-1105.
- S7 Instructional Fair MS and HS French booklets Levels 1-3. (good reproducibles for older students) Price: \$7.95, available through Carlex 1-800-526-3768, order #2559.
- S8 Helpful Hints for 1st year French – grades 6, 7, 8. (useful addition to students' French binders – good basic grammar). Price .99, available through Teacher's Discovery 1-800-832-2437, order #HR32.
- S9 First Book of France – grade 4 by Usborne books.
- S10 McGraw-Hill homework booklets levels 1 and 2 available through Carlex 1-800-526-3768, order #2571. Price \$5.50. (good for younger students)
- S11 The French Culture Coloring Book – (grades 2 and 3)
- S12 Passport Books – ISBN 0-8442-1377-2.

CATALOGS

Pearson Prentice Hall, Modern and Classical Languages 2004, PHSchool.com/catalog

EMC Paradigm Publishing, World Languages, www.emcp.com

AMSCO World Languages 2003, www.amscopub.com

Culture for Kids, 2004, www.cultureforkids.com

Universal Publishing, Spanish Picture Word Books, www.upub.net

Holt, Rinehart and Winston World Languages, www.hrw.com

Glencoe 2004, World Languages, www.glencoe.com

Pro Lingua 2003, www.ProLinguaAssociates.com

Usborne Books, Jody Fernando, consultant, jodyfernando@yahoo.com, www.ubah.com/p1244

EDUCATIONAL RESOURCES ON THE INTERNET

This listing of web sites provides helpful gateways to teacher resources including ideas for language learning. This list provides the most current web addresses at the time of this printing and the links seem dependable. Nonetheless, it is important to remember that web sites are very dynamic and URL's – the web addresses – do change.

A basic introduction to *Total Physical Response* – www.tpr-world.com

World Language lesson plans and resources –
<http://www.csun.edu/~hcedu013/eslsp.html>.

World Language Resources – <http://www.laca.org/trish/FL.html>. A gateway of Web Sites for World Language Educators.

FL TEACH FAQs – <http://www.cortland.edu/flteach/flteach-FAQ.html> This site offers helpful insights from language teachers on a variety of topics.

Language Dictionary – <http://www.logos.it>. This site allows for multi-lingual translations.

The World Language Association of Virginia – <http://www.flavaweb.org/>

Ñandutí – Early World Language Learning – a resource for grades K – 8 –
<http://www.cal.org/earlylang/> The site includes sections on Frequently Asked Questions, Resources for early language learning, and Model Programs.

National Network for Early Language Learning – <http://nnell.org/>

National Organizations (AATF for French teachers) www.frenchteachers.org
(AATPS for Spanish teachers) www.aatps.org

Popular prayers in 30 languages –
<http://www.donabate.irishchurch.net/prayer.html>

<http://www.quia.com/dir/french/> provides activities in the target language.

Carlex <http://www.carlexonline.com/intro.asp>

Eye on Education <http://www.eyeoneducation.com/>

Language Quest <http://www.languagequest.com>

Magazines from Scholastic, Inc. <http://www.scholastic.com>

Tom Snyders Software <http://www.teachtsp.com/>

Sing, Dance, Laugh and Eat Quiche Web Site <http://www.singdancelaugh.com>

Teachers Discovery www.teachersdiscovery.com

ADDITIONAL RESOURCE BOOKS

Blaz, D. (2001). *A Collection of Performance Tasks and Rubrics.* Eye on Education.

Blaz, D. (1999). *Foreign Language Teacher's Guide to Active Learning.* Eye on Education.

Curtain, H. and Pesola C. (1994). *Languages and Students Making the Match,* Longman Publishing Group.

(1999). *Standards for Foreign Language Learning in the 21st Century.* Allen Press, Inc.

Giannetti, G. (1997). *French Teachers Book of Lists.* Teachers Discovery.

Iacofono, J. ed. (1996). *Foreign Language Teachers' Internet Yearbook.* Teachers Discovery

SAMPLE: WORLD LANGUAGE TEACHER RECOMMENDATION FORM

Teacher Recommendation Form for Current World Language Teachers
of Prospective Diocesan High School Students

Student's Name _____

Teacher's Name _____

Phone Number _____ Email _____

Name and Level of Student's Language Class:

Textbook Used: _____

Instruction Time per Week: _____

Seventh Grade Year End Final Grade _____

Approximate Grade of Student at the time this form is submitted: _____

Level Which you Recommend for Placement of This Student:

W. Lang. Level 1 _____ W. Lang. Level 2 _____ W. Lang. Level 3 _____

This student has had significant exposure to _____ outside of the classroom
experience. (Please explain.) (specify world language)

Please use the following space to explain why you have recommended this student for this particular level. Please describe the student's strengths and weaknesses that you have observed as his/her teacher. Please include information important for us to consider in the evaluation process.

Return to Diocesan High School with placement exam scantron sheets by ___day, May __,
20__.

Date

World Language Teacher's Signature

School