

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 chaud. 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 Physical description and personal characteristics
- _____ F.6-8.22 Class schedule, subjects and school supplies

GRAMMAR

- _____ F.6-8.23 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.6-8.24 Verb tenses: imperative, present indicative of all common regular ER, IR, and RE verbs, and the following irregular verbs: être, avoir, aller, faire, prendre
- _____ F.6-8.25 Use of these tenses (see #24 above) in an affirmative, interrogative, or negative construction
- _____ F.6-8.26 Elision
- _____ F.6-8.27 Definite, indefinite, partitive articles, contractions and négatives
- _____ F.6-8.28 Plural of nouns
- _____ F.6-8.29 Agreement and position of common descriptive adjectives
- _____ F.6-8.30 Possessive adjectives
- _____ F.6-8.31 Possession with "de"

- _____ F.6-8.32 **Subject pronouns**
- _____ F.6-8.33 **Independent pronouns: moi, toi, etc.**
- _____ F.6-8.34 **Near future: aller + infinitive**
- _____ F.6-8.35 **Interrogative adjectives: quel, quelle, quels, quelles**
- _____ F.6-8.36 **Basic expressions of quantity**
- _____ F.6-8.37 **Passé Composé with “avoir”**
- _____ F.6-8.38 **Opposition of j’aime le..., je mange du...**

LISTENING

- _____ F.6-8.39 **Simple spoken sentences**
- _____ F.6-8.40 **Commands in the target language**
- _____ F.6-8.41 **Sound discrimination**
- _____ F.6-8.42 **Sound of all the letters of the alphabet.**
- _____ F.6-8.43 **Sound change with accents**
- _____ F.6-8.44 **Statement verses question intonation**
- _____ F.6-8.45 **Liaison**
- _____ F.6-8.46 **Exposure to differing accents**
- _____ F.6-8.47 **Difference between the sounds of all the nasals**

SPEAKING

- _____ F.6-8.48 **Statement versus question intonation**
- _____ F.6-8.49 **Liaison**
- _____ F.6-8.50 **Difference between the sounds of all the nasals**
- _____ F.6-8.51 **Simple questions/statements in the affirmative and negative**
- _____ F.6-8.52 **Basic questions**
- _____ F.6-8.53 **Pray in target language**

_____ F.6-8.54 Oral proficiency/sound discrimination

READING

_____ F.6-8.55 Simple written text in target language

WRITING

_____ F.6-8.56 Proper word order in the construction of sentences

_____ F.6-8.57 Concept of conjugation

_____ F.6-8.58 Proper use of subject verb agreement

_____ F.6-8.59 Parts of speech

_____ F.6-8.60 Correct punctuation

_____ F.6-8.61 Basic vocabulary

_____ F.6-8.62 Concept of gender of nouns

_____ F.6-8.63 Translating from French into English

CULTURE AND CIVILIZATION

_____ F.6-8.64 Phrases in greetings, introductions, and farewells

_____ F.6-8.65 Names of the most important French holidays and explanation of how they are celebrated

_____ F.6-8.66 Geographical features of France

_____ F.6-8.67 Monuments of Paris

_____ F.6-8.68 Other Francophone countries

_____ F.6-8.69 Eating customs in France vs. U.S

_____ F.6-8.70 School schedule in France vs. U.S.

_____ F.6-8.71 Vous vs. tu (present tense)

FRENCH LANGUAGE RESOURCES

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- 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

soumets 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 réglez 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. Gwenaëlle 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 Discover