



FIRST & SECOND GRADE FRENCH STANDARDS AND INSTRUCTION GUIDE

2025

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 (NWEA/MAP, HSPT, 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.



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MONITORING	STANDARD	SUGGESTED TOPICS	RESOURCES
✓			
_____	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 2 nd)	
_____	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	



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_____	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	



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MONITORING ✓	STANDARD	SUGGESTED TOPICS	RESOURCES
_____	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	



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_____	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	



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MONITORING ✓	VOCABULARY	CURRICULUM GUIDELINES	RESOURCES
_____	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 object	
_____	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	



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_____	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	
MONITORING ✓	GRAMMAR	CURRICULUM GUIDELINES	RESOURCES
_____	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	
_____	FL.4.24	Identify gender and number of indefinite articles	
_____	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	



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_____	FL.4.28	Explain rules for noun-adjective placement	
_____	FL.4.29	Ask and respond to questions using Interrogatives (who, what, where, how)	
MONITORING ✓	SOUND DISCRIMINATION	CURRICULUM GUIDELINES	RESOURCES
_____	FL.4.30	Spell in target language	
_____	FL.4.31	Pronounce words correctly	
_____	FL.4.32	Apply correct intonation in statements and questions	
MONITORING ✓	LISTENING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.4.33	Respond to simple spoken statements and question	
_____	FL.4.34	Respond to classroom commands (singular and plural)	
MONITORING ✓	SPEAKING	CURRICULUM GUIDELINES	RESOURCES
_____	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	



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MONITORING ✓	READING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.4.38	Read and comprehend simple written text	
MONITORING ✓	WRITING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.4.39	Answer questions with complete sentences	
_____	FL.4.40	Create a paragraph using correct grammar and appropriate vocabulary	
MONITORING ✓	CULTURE & CIVILIZATION	CURRICULUM GUIDELINES	RESOURCES
_____	FL.4.41	Identify examples of art, music, literature, history and geography	



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MONITORING ✓	VOCABULARY	CURRICULUM GUIDELINES	RESOURCES
_____	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	
_____	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	



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_____	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	
MONITORING ✓	GRAMMAR	CURRICULUM GUIDELINES	RESOURCES
_____	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	
_____	FL.5.25	Apply gender and number of indefinite articles	
_____	FL.5.26	Apply commonly used adjectives	



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_____	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)	
MONITORING ✓	SOUND DISCRIMINATION	CURRICULUM GUIDELINES	RESOURCES
_____	FL.5.31	Spell in target language	
_____	FL.5.32	Pronounce words correctly	
_____	FL.5.33	Apply correct intonation in statements and questions	
MONITORING ✓	LISTENING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.5.34	Respond to simple spoken statements and questions	
_____	FL.5.35	Respond to classroom commands (singular and plural)	
MONITORING ✓	SPEAKING	CURRICULUM GUIDELINES	RESOURCES
_____	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	



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_____	FL.5.38	Apply unit vocabulary through activities emphasizing oral communication	
MONITORING ✓	READING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.5.39	Read and comprehend simple written text	
MONITORING ✓	WRITING	CURRICULUM GUIDELINES	RESOURCES
_____	FL.5.40	Answer questions with complete sentences	
_____	FL.5.41	Create a paragraph using correct grammar and appropriate vocabulary	
MONITORING ✓	CULTURE & CIVILIZATION	CURRICULUM GUIDELINES	RESOURCES
_____	FL.5.42	Identify examples of art, music, literature, history and geography	



SIXTH THROUGH EIGHTH GRADE FRENCH STANDARDS AND INSTRUCTION GUIDE

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FRENCH 1

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.

MONITORING ✓	VOCABULARY	CURRICULUM GUIDELINES	RESOURCES
_____	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	Cardinal numbers up to 1000	
_____	F.6-8.8	Ordinal numbers from 1 st through 10 th	
_____	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.	



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FRENCH 1

_____	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	



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FRENCH 1

MONITORING ✓	GRAMMAR	CURRICULUM GUIDELINES	RESOURCES
_____	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	



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FRENCH 1

_____	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...	
MONITORING ✓	LISTENING	CURRICULUM GUIDELINES	RESOURCES
_____	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	
MONITORING ✓	SPEAKING	CURRICULUM GUIDELINES	RESOURCES
_____	F.6-8.48	Statement versus question intonation	



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FRENCH 1

_____	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	
MONITORING ✓	READING	CURRICULUM GUIDELINES	RESOURCES
_____	F.6-8.55	Simple written text in target language	
MONITORING ✓	WRITING	CURRICULUM GUIDELINES	RESOURCES
_____	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	



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FRENCH 1

_____	F.6-8.62	Concept of gender of nouns	
_____	F.6-8.63	Translating from French into English	
MONITORING ✓	CULTURE & CIVILIZATION	CURRICULUM GUIDELINES	RESOURCES
_____	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)	