

VENDOR: EMC/Paradigm Publishing INSTRUCTIONAL MATERIALS: Cest a toi

SUBJECT: Foreign Language (French) COPYRIGHT DATE(S): 2002

SE ISBN: 0-8219-2255-6 TE ISBN: 0-8219-2256-4

COMMENTS: More cultural information could have been presented in the target language.

The series provides methodical and sequential presentation of grammar and culture.

**FOREIGN LANGUAGE  
SPECIFIC CRITERIA  
LEVEL I**

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The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using memorized words and phrases in the target language. Topics of reading and conversation center around immediate concerns and interests. Comprehension is generally more developed than language production. Basic communicative tasks are facilitated by memorized patterns, resulting in fewer errors:

**The Foreign Language program provides students with opportunities, information, and materials in order to:**

**A. COMMUNICATIONS**

1. Ask and answer questions concerning basic information (e.g., courtesies, greetings, likes and dislikes, personal needs). 1.1,1.4,1.5	___	___	___	___
2. Give and follow written and spoken instructions. 1.3,1.6,1.13	___	___	___	___
3. Produce and comprehend the description of people and/or things in the immediate environment. 1.2,1.10	___	___	___	___
4. Recognize isolated words and phrases in a situational context, short conversations, and narratives (e.g., menus, signs, schedules, advertisements, and song). 1.7, 1.8, 1.9, 1.11, 1.29	___	___	___	___
5. Write and/or recite familiar words or phrases in a variety of situations. 1.14, 1.15, 1.16	___	___	___	___

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**B. CULTURES**

	1. Identify social, geographical and historical factors that impact the target culture. 1.20	___	___	___	___
	2. Observe and identify daily routines and common generalizations about the target culture. 1.17,1.18, 1.19	___	___	___	___
	3. Be cognizant of artistic, scientific and philosophical contributions of the target culture. 1.21	___	___	___	___
	4. Recognize language and behaviors that are/were appropriate to the target culture. 1.22, 1.23	___	___	___	___
	5. Compare and contrast native, target, and same-language cultures. 1.24, 1.25	___	___	___	___

**C. CONNECTIONS**

	1. Recognize similarities and differences in the native and target language (e.g., cognates, false cognates, idioms, derivatives, and sound patterns). 1.26, 1.27	___	___	___	___
	2. Recognize information and skills common to the foreign language and other disciplines. 1.28	___	___	___	___
	3. Identify opportunities to use the target language in the world community. 1.30, 1.31	___	___	___	___

**D. MULTIMEDIA**

	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both	___	___	___	___

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	oral and written proficiency.				
	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	___	___	___	___
_____	b) Computer software to access information and provide materials for research.	___	___	___	___
_____	c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___



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**B. CULTURES**

_____	1. Identify and discuss social, geographical, and historical factors that impact the target culture. 2.17	___	___	___	___
_____	2. Identify and discuss daily routines, and common generalizations about the target language. 2.14, 2.15, 2.16	___	___	___	___
_____	3. Be cognizant of the development of artistic, scientific, and philosophical contribution of the target culture. 2.18	___	___	___	___
_____	4. React to language and behaviors that are/were appropriate to the target culture. 2.20	___	___	___	___
_____	5. Compare and contrast native, target, and same-language cultures. 2.21, 2.22	___	___	___	___

**C. CONNECTIONS**

_____	1. Predict similarities and differences in the native and target cultures and languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns). 2.19, 2.23, 2.24	___	___	___	___
_____	2. Apply information and skills common to the target language and to other disciplines. 2.25	___	___	___	___
_____	3. Identify resources in the world community to use the target language and explore the cultures of the countries in which the target language is spoken. 2.27, 2.28	___	___	___	___

**D. MULTIMEDIA**

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations,	___	___	___	___

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other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.

4. Basic technologies including:

_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	___	___	___	___
_____	a) Computer software to access information and provide materials for research.	___	___	___	___
_____	b) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___



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_____	generalizations about the target language. 3.12, 3.13, 3.14				
_____	3. Discuss the development of artistic, scientific and philosophical contributions of the target cultures in relationship to their historical aspect. 3.16	___	___	___	___
_____	4. Produce language and behaviors that are appropriate to the target culture. 3.18	___	___	___	___
_____	5. Compare, contrast, and analyze practices among native, target, and same-language cultures. 3.19, 3.20	___	___	___	___

**C. CONNECTIONS**

_____	1. Discuss structural similarities and differences between native and target languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns, and non-verbal communication). 3.17, 3.21, 3.22	___	___	___	___
_____	2. Identify and transfer information and skills which can be applied to other disciplines. 3.23	___	___	___	___
_____	3. Identify resources in the world community to experience the target language and culture. 3.25, 3.26	___	___	___	___

**D. MULTIMEDIA**

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.	___	___	___	___
_____	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and	___	___	___	___

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_____	related visual technologies.				
_____	b) Computer software to access information and provide materials for research.				
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