



Alignment Document

State of Tennessee And Aventa Learning French

French 2005-2007 Benchmark Blueprint

Tennessee Standards	French I	French II	French III
GOAL ONE: Communicate in Languages Other Than English			
STANDARD 1.1:			
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
Beginning:			
give and follow simple instructions.	Bonjour		
express personal likes and dislikes.	Le Jour et La Date		
exchange everyday information with peers.	Le Jour et La Date, Bonjour, Le Temps		
express basic needs and courtesies.	Bonjour, La Famille, L'École		
exchange information using time, date, and location.	L'Heure, Le Temps, Le Jour et La Date, Les Endroits		
exchange greetings and personal information.	Bonjour		
Emerging:			
exchange written information with peers and familiar adults.		La Routine, Les Distractions	
express memorable previous experiences.		Le Corps	
plan and carry out activities in groups.		Les Distractions	
give and follow directions and instructions		Le Temps Libre	
acquire goods and services through basic negotiation and monetary exchange.		Les Achats	

create simple descriptions within a context.		La Description	
Expanding			
exchange personal feelings and persuade others in the target language.			Les Sentiments
exchange information from international media.			Many units have a section where students look up authentic text websites to get information to share with classmates.
express personal feelings and opinions on authentic literary texts.			Many units., Mon Histoire
collaborate to develop and propose solutions to contemporary and historical problems.			Les Sentiments
manage complicated situations and communicate successfully.			La Santé
converse and communicate on a wide variety of topics using social amenities.			Les Professions, La Santé
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.			
Beginning:			
comprehend simple oral messages.	Bonjour, Le Jour et La Date, most units.		
discern main ideas and identity principal characters from age appropriate media.	La Famille, La Cuisine		
understand everyday brief, written messages and short personal notes.	L'Heure, Les Couleurs, Les Distractions		
recognize and appreciate phrase grouping and voice inflection when listening.	Bonjour, most units.		
identify people and objects from oral and written descriptions.	Les Couleurs, L'École		
Emerging:			
assimilate main ideas, themes, and details from age appropriate media and literature.			
comprehend content of simple written messages.		Le Temps Libre, Le Transport	
gain meaning of oral messages and announcements when listening to peers and familiar adults.		Le Transport	



sustain listening comprehension on less familiar topics.			
recognize common oral phrase groupings and structures.		La Routine, Les Distractions	
individually collect data on familiar topics.		La Maison, Les Distractions	
gain meaning of complicated oral and written messages using context clues.		Le Temps Libre	
Expanding:			
show understanding of main ideas and details of discussions, lectures, and oral presentations.			Many units.
demonstrate knowledge of main elements of magazine and newspaper articles on current and historical topics.			Many units give the student to read authentic newspaper articles to gain understanding.
understand linguistic and cultural information in written and spoken language.			Les Mésures, L'Avenir
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Beginning:			
present simple, oral presentations about family, friends, school, and home.	La Famille, L'École, Les Distractions, Les Endroits.		
list activities that take place in their daily lives.	Le Temps, L'Heure		
recite proverbs, short poems, songs, and anecdotes.	Each unit has the student do this.		
write short, informal notes or messages about themselves, friends, family, and school activities.	Le Jour et La Date, La Famille, La Cuisine, Les Distractions		
Emerging:			
prepare video or taped messages on topics of personal interest in their daily lives.		La Routine, each unit has students do this.	
summarize plot and briefly describe characters in selected poems, short stories, and folk tales.			
make brief reports on topics that have been studied.		La Routine, Les Distractions	



present short plays, recite selected poems, and perform songs.		Each unit has the student perform a song, poem or tongue twister.	
Expanding:			
perform scenes from plays and recite poems or excerpts from selected short stories.			Mon Histoire
create stories, poems, and skits on personal experiences.			Mon Histoire
summarize and discuss content of an article.			Au Travail
write a letter or article describing and analyzing an issue.			La Santé
GOAL TWO: Gain Knowledge and Understanding of Other Cultures			
Standard 2.1 Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.			
Beginning:			
identify and compare patterns of behavior or interactions in a variety of everyday settings.	Bonjour		
use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions.	Bonjour		
experience products of the culture such as songs, stories, games, traditional celebrations, and art.	Each unit has a presentation with songs or art with regard to culture.		
describe tangible products of everyday living such as housing, food, and dress.	La Famille, Les Endroits, Les Couleurs		
Emerging:			
observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal behavior for daily activities among peers and adults.		La Routine, many units do this.	
participate in age-appropriate cultural activities including sports, music, and other entertainment.		Les Distractions, Le Temps Libre	

experience (read, listen to, observe, perform) expressive products of the culture (e.g. literature, music, art).			
identify, discuss and compare aspects of everyday life such as school transportation, clothing, and foods.		Les Achats, Les Distractions, Le Transport	
Expanding:			
catalog and discuss patterns of behavior and interact successfully in a variety of cultural contexts involving both peer-groups and adult activities.			
identify and experience expressive forms of the culture, including books, periodicals, films and music.			Many units., Mon Histoire
know and examine historical periods, places and persons, and evaluate their influence on cultural perspectives and behavior.			Les Sentiments, many units.
identify and experience expressive forms of the culture classified as literature and the fine arts.			Mon Histoire
name, discuss and analyze social, economic, and political institutions, and their relationship to the culture.			La Santé, Les Professions
recognize, discuss, analyze, and evaluate the relationships among the products, practices, and perspectives of the culture.			
GOAL THREE: Connect with Other Disciplines and Acquire Information			
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.			
Beginning:			
use information from the foreign language class in other school subjects.	L'École; Le Temps, Les Couleurs		
use data from other subjects in the foreign language class.	Le Temps, Le Jour et La Date		
recognize some famous figures whose native language is the target language.			
Emerging:			
comprehend age appropriate authentic materials.		Each unit has the student read and listen to authentic materials for comprehension.	

assimilate articles and short videos in the target language on topics being studied in other classes.			
use acquired information as it relates to the foreign language classes in order to make comparisons and contrasts.		Les Animaux	
name and read about famous speakers of the language and their contributions.		Les Distractions	
Expanding:			
use topics from other school subjects including sports, music, fashion, customs and life in the country of the target language.			Les Sentiments, Les Professions, Au Travail
acquire information from a variety of authentic materials about a topic being studied in other school subjects.			La Santé
evaluate accomplishments and achievements of famous speakers of the language.			Mon Histoire
Standard 3.2 Students acquire information and recognize the distinctive view points that are only available through the foreign language and its cultures.			
Beginning:			
use new information and perspectives to expand their personal knowledge.	Les Distractions, L'École, Les Endroits		
Emerging:			
use new information and perspectives to compare their experiences with those of their peers in the target culture.		Les Animaux, La Routine, Les Distractions	
Expanding:			
use new information and perspectives to analyze the differences between the foreign culture and their own, and to begin to explain the reasons for such differences.			Les Mésures
GOAL FOUR: Develop Insight into the Nature of Language and Culture			
Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.			



Beginning:			
recognize "borrowed" words and cognates.	Bonjour, each unit points things like this out.		
be familiar with differences in sound system, writing system, and word order in two languages.	Bonjour, each unit points things like this out.		
identify idiomatic expressions in both languages.	Bonjour, each unit points things like this out.		
demonstrate awareness of formal and informal forms of greetings and leave-takings as well as expressions of politeness.	Bonjour, each unit points things like this out.		
Emerging:			
recognize gender in foreign languages.		La Description	
distinguish world relationships based on cognates and idiom awareness.		Les Animaux, Le Temps Libre	
note differences as expressing respect and status.			
Expanding:			
perceive derivatives.			
analyze time elements in both languages.			L'Avenir
discuss relationships between word order and meaning and hypothesize how this may reflect a world view.			Au Travail
Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.			
Beginning:			
compare simple patterns of behavior.	Bonjour, Les Couleurs, La Famille		
demonstrate awareness and importance of gestures.	Bonjour, La Cuisine, L'École		
compare and contrast tangible products.	Le Jour et La Date, Les Distractions		
Emerging:			
contrast verbal and nonverbal behavior for certain activities in both cultures.		Le Temps Libre	
understand origin and existence of cultural differences, perspectives, and practices.		La Maison	



express knowledge of music, art, and literature from the target culture.			
Expanding:			
identify origins of idioms as reflections of culture.			Les Sentiments
compare nuances of the meanings of words, idioms, and vocal inflections.			Les Mésures
compare and contrast relationships between perspectives and practices in both countries.			La Santé
compare and contrast relationships between perspectives and certain literary genres in both cultures.			Many units., Mon Histoire
GOAL FIVE: Participate in Multicultural Communities and Global Society			
Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.			
Beginning:			
demonstrate awareness of nonverbal communication through dance, gestures, art, etc.	Bonjour, L'Heure, Les Couleurs, La Cuisine		
locate on a map and pronounce the names of countries and cities in which the target language is spoken.	Bonjour, L'École		
Emerging:			
understand messages found on signs, posters, maps, etc.		Le Transport	
research a particular historical period in the target language culture to identify historical figures and landmarks.		La Routine, Les Animaux, most units.	
Expanding:			
interact directly with native speakers in the target language either through oral or written conversation, such as memos, letters, etc.			This is encouraged but not measured since it is not possible in all areas.
identify cultural similarities and differences observed while viewing a film from the target culture.			
adjust target language vocabulary appropriately to a given situation and audience			

Standard 5.2 Students use the language for leisure and personal enrichment.			
Beginning:			
use materials and/or media from the target language and culture for enjoyment.	This is encouraged in many places but is not measured.		
demonstrate awareness of the importance of people, holidays, geography and history of the language and culture.	Bonjour, La Famille, many units.		
distinguish between cultural similarities and differences.			
recognize contributions of the culture and language studied to American society and other nations.			
Emerging:			
identify foods on a menu of the culture being studied.		Les Achats	
consult various sources in the language to obtain information or topics of personal interest.		Les Distractions, Le Temps Libre	
use various media from the target language and culture for entertainment.		Students use media in all units of the course and are encouraged to be looking for additional media that will be entertainment for them in order for them to learn more about the language and culture.	
use authentic messages found in contextualized materials.		Each unit in the course refers students to website in order to do research on topics. These are authentic texts.	
Expanding:			
use various media from the language and culture for entertainment or personal growth.			This is encouraged but not measured since not possible in all areas.
be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken.			All units.



establish and/or maintain interpersonal relations with speakers of two languages.			This is encouraged but not measured since not possible in all areas.
identify the historical figures on the coinage/ currency in the target language culture.			
seek help in crisis situations.			