



MASSACHUSETTS
Foreign Languages Curriculum Framework Stage 1
***Bon voyage! French 1 and Bon voyage! French 2* © 2005**

STRANDS AND STANDARDS	PAGE REFERENCES	
	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
Communication		
PreK-12 STANDARD 1: Interpersonal Communication		
Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills, with discussions of texts conducted in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error, students will		
1.1 Greet and respond to greetings*	SE: 2-5, 14-15 <i>Conversation</i> 14 #2 TWE: PA 3 R 4 RAS 3, 5	SE: <i>Lecture supplémentaire</i> 425 <i>Lectures culturelles</i> 422-423 <i>Révision</i> R4, R6 #5, R7 #7, R14, R24 TWE: CCC 425 CP 411 P R4, 423
1.2 Introduce and respond to introductions*	SE: 6-7 <i>C'est à vous</i> 42 #2, 74 #1 <i>Comment dit-on?</i> 32 #24 <i>Parlons un peu plus</i> 35 A TWE: P 6	SE: 411 <i>Quel est le mot?</i> 412 #7 & #8, 413 #11 <i>Révision</i> R52 TWE: RAS 411

STRANDS AND STANDARDS	PAGE REFERENCES	
	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
1.3 Ask and answer questions*	SE: <i>C'est à vous</i> 42 #2, 105 #2 <i>Comment dit-on?</i> 93 #19 <i>Quel est le mot?</i> 21 #5 <i>Vous avez compris?</i> 511 TWE: A 23 AFL 17 CC 74	SE: <i>C'est à vous</i> 124 #3 <i>Comment dit-on?</i> 77 #17 <i>Quel est le mot?</i> 72 #7, 105 #10 <i>Vous avez compris?</i> 57 TWE: CTA 157 LR 165, 199 RAS 124
1.4 Make and respond to requests	SE: <i>C'est à vous</i> 42 #3, 105 #2 <i>Comment dit-on?</i> 91 #15, 93 #22 <i>Quel est le mot?</i> 89 #11 TWE: A 57 RAS 112 V 89	SE: <i>C'est à vous</i> 167 #6 <i>Comment dit-on?</i> 13 #17 <i>Parlons un peu plus</i> 19 <i>Révision</i> R9 #12, R25 TWE: A 147 RAS 142
1.5 Exchange information and knowledge	SE: <i>Comment dit-on?</i> 31 #23, 63 #22, 93 #21 <i>Quel est le mot?</i> 53 #4 TWE: CC 74 NS 48, 80	SE: <i>C'est à vous</i> 91 #7 <i>Comment dit-on?</i> 77 #17 <i>Parlons un peu plus</i> 83 B <i>Quel est le mot?</i> 69 #4, 105 #10 TWE: NS 239 PA 40
1.6 Express likes and dislikes	SE: 95 <i>C'est à vous</i> 43 #5, 242 #2 <i>Comment dit-on?</i> 59 #13, 165 #21 <i>How well do you know your vocabulary?</i> 79 <i>Quel est le mot?</i> 157 #5 TWE: P 95 PA 193	SE: <i>C'est à vous</i> 124 #2, 198 #3 <i>Quel est le mot?</i> 5 #6, 181 #9 <i>Vous avez compris?</i> 195 TWE: CP 174 LR 54

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	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
1.7 Express needs and emotions	Emotions are discussed on the following pages: TWE: DL 507 RAS 505	SE: 410, 418-419 <i>How well do you know your vocabulary?</i> 433 <i>Jeu</i> 413 <i>Quel est le mot?</i> 37 #5 TWE: PA 40 Pr 412 RAS 410, 411
PreK-12 STANDARD 2: Interpretive Communication		
Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error, students will		
2.1 Follow directions*	SE: <i>On parle super bien!</i> 46, 78, 108 <i>Vous avez compris?</i> 100 TWE: CM 58 RAS 61, 117	SE: <i>Comment dit-on?</i> 17 #27 <i>Révision</i> R19 #13, R43 #5 TWE: PA R22 RAS 6
2.2 Understand some ideas and familiar details*	SE: <i>Connexions</i> 346-347 <i>Lectures culturelles</i> 278-279 <i>Vous avez compris?</i> 37, 69 TWE: LR 338 RAS 211	SE: <i>Connexions</i> 56-57 <i>Conversation</i> 116 <i>Lecture supplémentaire</i> 54, 55 <i>Lectures culturelles</i> 52-53 <i>Vous avez compris?</i> 393 TWE: LR 154
2.3 Obtain information and knowledge*	SE: <i>C'est à vous</i> 42 #3 <i>Comment dit-on?</i> 33 #30, 93 #22 <i>Lectures culturelles</i> 310-311 TWE: CP 51 FO 175 HC 514 FF 311	SE: <i>Connexions</i> 164-165, 396-397 <i>Lectures culturelles</i> 52-53, 118-119 <i>Quel est le mot?</i> 9 #10 TWE: CP 269, 396 HC 393
2.4 Read or listen to and interpret signs, simple stories, poems, and informational texts*	SE: 12-13, 511 <i>Connexions</i> 40-41, 240-241 TWE: NS 510 RAS 240	SE: 478-479, 483-485, 489-490, 495-496 <i>Lecture supplémentaire</i> 268-269 TWE: LC 397 LR 149, 189, 269

STRANDS AND STANDARDS	PAGE REFERENCES	
	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
PreK-12 STANDARD 3: Presentational Communication		
Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error, students will		
3.1 Express opinions and ideas	SE: <i>C'est à vous</i> 74 #2 <i>Comment dit-on?</i> 29 #18, 59 #13, 60 #15, 95 #27 <i>How well do you know your vocabulary?</i> 79 <i>Quel est le mot?</i> 53 #4, 157 #5 TWE: NS 80 PA 193	SE: <i>C'est à vous</i> 59 #5, 428 #3 <i>Parlons un peu plus</i> 117 B <i>Quel est le mot?</i> 181 #9, 209 #5 <i>Vous avez compris?</i> 82 TWE: CTA 157, 160
3.2 Express needs and emotions	Emotions are discussed on the following pages: TWE: DL 507 RAS 505	SE: 410, 418-419 <i>How well do you know your vocabulary?</i> 433 <i>Jeu</i> 413 <i>Quel est le mot?</i> 37 #5 TWE: PA 40 Pr 412 RAS 410, 411
3.3 Express agreement and disagreement	SE: 79 <i>Comment dit-on?</i> 60 #15 <i>Parlons un peu plus</i> 67 A <i>Quel est le mot?</i> 53 #4	SE: <i>Révision</i> 132 #2 <i>Comment dit-on?</i> 184 #15, 188 #22, 221 #16, 260 #18
3.4 Describe people, places, and things*	SE: <i>C'est à vous</i> 42 #1, 74 #1, 137 #4 <i>How well do you know your vocabulary?</i> 47, 109 <i>Jeu</i> 235 <i>On parle super bien!</i> 182 TWE: LP 65 Re 25 RAS 142	SE: <i>C'est à vous</i> 58 #1, 91 #7, 199 #4 <i>Parlons un peu plus</i> 83 B <i>Vous avez compris?</i> 119 TWE: NS 65 PA 40

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	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
3.5 Write lists and short notes	SE: <i>Quel est le mot?</i> 88 #7 <i>Vous avez compris?</i> 73, 487 TWE: CTA 208 NS 184 RAS 213	SE: <i>C'est à vous</i> 198 #3, 199 #5 <i>Révision</i> R27 #10 <i>Vous avez compris?</i> 57 TWE: CP 148 RAS R7, 57 WD 69
3.6 Present information in a brief report*	SE: <i>C'est à vous</i> 43 #5, 105 #4 TWE: CP 26, 297, 339 WD 85	SE: <i>C'est à vous</i> 125 #5 <i>Comment dit-on?</i> 219 #22 TWE: CP 271, 383 NS 65 PA R31
Cultures		
PreK-12 STANDARD 4: Cultures		
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will		
4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.*	SE: 2-5, 6-7, 8-9, 64 <i>Comment dit-on?</i> 65 <i>How well do you know your vocabulary?</i> 15 <i>Note</i> 83 <i>Quel est le mot?</i> 157 #6 TWE: FF 159 RAS 4 VE 83	SE: <i>Lecture supplémentaire</i> 425 <i>Parlons un peu plus</i> 83 C <i>Quel est le mot?</i> 73 #11, 408 #3 TWE: CCC 422, 425 CP 411 P 423 RAS 3
4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations*	SE: <i>Jeu</i> 447, 477 TWE: CP 89 P 448, 480 RAS 61, 476	SE: <i>Jeu</i> 90, 347 TWE: FF 392 PA 71 RAS 39, 167, 315, 376

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	<i>Bon voyage! French 1</i>	<i>Bon voyage! French 2</i>
4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs*	SE: 514-517 TWE: CP 437 DL 515	SE: 483, 484-485 TWE: CP 7 NS 492
4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments*	SE: <i>Connexions</i> 378-379 <i>French Online</i> 101 <i>Lecture supplémentaire</i> 452-453 <i>Quel est le mot?</i> 439 #9 TWE: CM 160 FF 177 LP 242, 452 NS 105	SE: <i>Lecture supplémentaire</i> 194, 195 <i>Quel est le mot?</i> 144 #3 <i>Vous avez compris?</i> 162 TWE: CP 174 FF 397 LC 397 LP 22 LR 162, 177
4.5 Identify distinctive contributions made by people in the target culture*	SE: <i>Connexions</i> 455 <i>Lecture supplémentaire</i> 39, 101 TWE: AC 511 FO 101 HC 510 LC 241 MC 454	SE: <i>Connexions</i> 196-197 <i>Lecture supplémentaire</i> 22-23 <i>Lectures culturelles</i> 20-21 <i>Quel est le mot?</i> 9 #9 TWE: CP 7 HC 79, 239 LP 55 LR 5
4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics*	SE: <i>Comment dit-on?</i> 447 #27 TWE: MC 312 RAS 379, 514	SE: <i>French Online</i> 385 TWE: FF 392 LR 385 Teachers also could ask students to memorize the poems on the following pages: 484-485
4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps*	SE: <i>Connexions</i> 40-41, 282-283 <i>The Francophone World</i> xxxvi <i>Vous avez compris?</i> 379 TWE: GC 515 P 283 RAS 345	SE: <i>Lecture supplémentaire</i> 120 TWE: CP 314 GC 117, 488 Pr 117

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Comparisons		
PreK-12 STANDARD 5: Linguistic Comparisons		
Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will		
5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language*	SE: <i>Connexions</i> 176 TWE: AFL 93, 98, 113 S 91	TWE: AFL 214, 229 CCC 147 P R5 Pr 347
5.2 Give examples of ways in which the target language differs from/ is similar to English*	SE: <i>Connexions</i> 72-73 <i>Jeu</i> 29, 157 <i>Note</i> 19, 113 <i>Vous avez compris?</i> 133 TWE: AFL 9, 176 CR 51 FF 64	SE: <i>Lecture supplémentaire</i> 424 <i>Quel est le mot?</i> 37 #6 <i>Vous avez compris?</i> 301 TWE: AFL 301 CCC 424 VE 37, 207
5.3 Give examples of borrowed and loan words*	SE: <i>Connexions</i> 454 <i>Language Link</i> xxxvii <i>Vous avez compris?</i> 103 TWE: Att 48 P 41	SE: <i>Connexions</i> 88-89 <i>Note</i> 35 <i>Vous avez compris?</i> 227 TWE: LR 45 NS 88 VE 377
5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics*	SE: <i>Attention!</i> 28 <i>Prononciation</i> 35 <i>Reading Strategy</i> 36 <i>Vocabulaire</i> 54 TWE: AFL 17 FF 64 TT 51	SE: <i>Connexions</i> 300-301 <i>Vous avez compris?</i> 54 TWE: AFL 143 CCC 424

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PreK-12 STANDARD 6: Cultural Comparisons		
Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will		
6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions*	SE: <i>Connexions</i> 176-177 TWE: LR 475, 476, 477	SE: <i>Lecture supplémentaire</i> 87 TWE: CCC 147 LR 54, 149, 154 Students can compare the following forms of communication with their own: SE: 45, 46, 47 TWE: LR 45
6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture*	SE: <i>Lecture supplémentaire</i> 344-345, 376-377 TWE: FF 174	SE: <i>Lectures culturelles</i> 392-393, 422-423 <i>Quel est le mot?</i> 379 #4, 383 #11 TWE: CP 383 LR 391 NS 392
6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own*	SE: <i>Lecture supplémentaire</i> 100 <i>Lectures culturelles</i> 36-37 <i>Parlons un peu plus</i> 97 A TWE: CP 26, 226 FF 96, 174 NS 100	SE: <i>Lecture supplémentaire</i> 194 <i>Lectures culturelles</i> 392-393 <i>Quel est le mot?</i> 383 #11 TWE: CCC 399 NS 0, 392 P 380
6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture*	SE: <i>Connexions</i> 210-211 <i>Lecture supplémentaire</i> 100 <i>Lectures culturelles</i> 172-173 <i>On parle super bien!</i> 46 <i>Parlons un peu plus</i> 97 A TWE: CP 226 FF 96, 117, 159 NS 172	SE: <i>Lecture supplémentaire</i> 54, 194 <i>Lectures culturelles</i> 422-423 <i>Vous avez compris?</i> 163 TWE: CCC 71, 163 CP 210, 314 NS 52, 383

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Connections		
LEARNING STANDARD 7: Connections		
Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.		
Using selected words, phrases, and expressions with no major repeated patterns of error, students will		
<p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language*</p> <p>Examples of this include:</p> <ul style="list-style-type: none"> obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework; reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework; collecting data and graphing results in the target language in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework. 	<p>SE: 506-509, 514-517, 520-523 <i>Connexions</i> 40-41, 72-73, 176-177, 240-241, 282-283</p> <p>TWE: CP 297 P 239, 283 RAS 347</p>	<p>SE: <i>C'est à vous</i> 125 #5 <i>Connexions</i> 24-25, 88-89, 228-229 <i>Lecture supplémentaire</i> 120, 121</p> <p>TWE: CP 39, 347</p>

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Communities		
PreK-12 STANDARD 8: Communities		
Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.		
Using selected words, phrases, and expressions with no major repeated patterns of error, students will		
8.1 Apply knowledge of the target language and culture beyond the classroom setting* Examples of this include: <ul style="list-style-type: none"> • conversing with speakers of the target language; • reading and writing e-mail or letters; • making and exchanging drawings or photographs, and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country.* 	SE: <i>C'est à vous</i> 43 #4, 75 #3, 243 #6 TWE: NS 115, 161, 323 RAS 489	SE: <i>C'est à vous</i> 27 #5, 91 #7, 125 #4, 167 #6 TWE: CP 66, 174, 253, 309 NS 65, 205

Codes Used for TWE Pages

A	Assessment
AC	Art Connection
AFL	About the French Language
Att	Attention!
CC	Career Connection
CCC	Cross-Cultural Comparison
CM	Class Motivator
CP	Chapter Projects
CR	Cognate Recognition
CTA	Critical Thinking Activity
DL	Discussing Literature
FF	Fun Facts
FO	French Online
GC	Geography Connection
HC	History Connection
LC	Literature Connection
LP	Learning from Photos
LR	Learning from Realia
MC	Music Connection
NS	National Standards
P	Presentation
PA	Paired Activity
Pr	Practice
R	Recycling
Re	Reteaching
RAS	Reaching All Students
S	Structure
TT	Teaching Tip
V	Vocabulaire
VE	Vocabulary Expansion
WD	Writing Development