

Strand	
<u>Standards</u>	<u>Learning Targets</u>
A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	1. <ul style="list-style-type: none"> <li>Discuss feelings of self and others using the verb être and vocabulary for various emotions</li> </ul>
<b>Alignments:</b> CCSS: 9-10.SL.1c Performance: 2.2 Knowledge: (CA) 6 (SS) 6 CLE: N/A NETS: 1b; 2b DOK: 2	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>The teacher will :               <ul style="list-style-type: none"> <li>model sentences using être to express feeling using SMART Board</li> <li>provide a CD of dialogue about feelings. Students will draw faces to show each feeling they hear mentioned in each dialogue</li> <li>ask questions to students about how they feel and students show answers on whiteboards</li> </ul> </li> <li>Conversation activity:               <ul style="list-style-type: none"> <li>The students will ask each other how they feel and then give answers</li> <li>The teacher monitors conversations and provides input and corrections when needed</li> <li>Students record their conversations and the teacher checks for mastery of lesson by listening to the conversations that were recorded</li> </ul> </li> <li>Students will:               <ul style="list-style-type: none"> <li>correct sentences on the SMART Board that teacher wrote about feelings of various people</li> <li>explain why each is incorrect and then rewrite to make it correct</li> </ul> </li> </ul>	

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• <b>Formative:</b> <ul style="list-style-type: none"> <li>• Students will record their conversations and the teacher will check for mastery of lesson by listening to the conversations that were recorded or heard by the teacher – assessed using a teacher-created scoring guide to evaluate work</li> <li>• The teacher asks questions to students about how they feel and students show answers on whiteboards</li> </ul> </li> <li>• <b>Summative:</b> <ul style="list-style-type: none"> <li>• Students will answer questions after reading a paragraph and listening to the audio CD using the verb être and various feelings on teacher created Unité 2 (Leçon 4) test</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Comment allez-vous? – How are you (plural) feeling?</li> <li>• Comment ça va? – How are you (familiar) feeling?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Unité 3 listening – CD of Discovering French Nouveau (Bleu 1) Program</li> <li>• SMART Board with notebook files of review activities from Unité 3 (Leçon 4)</li> <li>• Student whiteboards with markers and erasers</li> <li>• Technology to record student conversations, such as: <ul style="list-style-type: none"> <li>• language lab at the high school</li> <li>• recorder checked out from the library at Simonsen</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>• ELA: Participating in formal and informal presentations and discussions of issue and ideas</li> <li>• Social Studies: Relationships of the individual and groups to institutions and cultural traditions</li> </ul>

Strand	
<p align="center"><b><u>Standards</u></b></p> <p>B. Understand and interpret written and spoken language on a variety of topics</p>	<p align="center"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Recognize vocabulary words as they are spoken</li> <li>• Make inferences about the missing vocabulary words based on context clues that are read</li> </ul>
<p><b>Alignments:</b>            CCSS: 9-10.RI.1            Performance: 1.6, 1.10            Knowledge: (CA) 5            CLE: N/A            NETS: 4a            DOK: 2</p>	
<p align="center"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will:               <ul style="list-style-type: none"> <li>• provide short paragraphs with vocabulary words missing. Students will read paragraphs using target vocabulary and based on the context clues they read, make inferences as to what the missing vocabulary words are</li> <li>• provide a CD of conversations and readings being spoken by native speakers. Students will:                   <ul style="list-style-type: none"> <li>• listen to the conversations and readings recognizing the vocabulary words and filling in the missing words as they are spoken</li> <li>• then make inferences as to what vocabulary words they think are missing</li> </ul> </li> <li>• lead a discussion on why those words could or could not work in each blank (focusing on what part of speech is needed to correctly complete each sentence)</li> <li>• provide examples of that part of speech</li> </ul> </li> <li>• Students will:               <ul style="list-style-type: none"> <li>• translate the conversations they completed and adjust the missing vocabulary words as corrections are needed</li> </ul> </li> </ul>	

### **Assessments/Evaluations**

- Formative:
  - Students will:
    - listen to the conversations and readings recognizing the vocabulary words and filling in the missing words as they are spoken
    - translate what they heard and adjust the missing vocabulary words, as corrections are needed
  - The teacher will:
    - collect and assess mastery based on final answers
    - make observations about common mistakes/misconceptions evident in both their final answers and their first guesses
- Summative:
  - Students will listen to a conversation on an audio CD and correct false sentences by rewriting them to include true information based on what they heard as part of a teacher created Unité 3 test

### **Sample Assessment Questions**

- The following statements are false and students correct them based on the information they hear in the conversation:
  1. Paulette suis de Lyon. – Paulette “am” from Lyon. – Corrected answer: Paulette est de Lyon. – Paulette is from Lyon.
  2. Georges est grande. – George is tall. (feminine form) – Corrected answer: Georges est grand. – George is tall (masculine form).

### **Instructional Resources/Tools**

- Unité 1: Le Packet du Vocabulaire à la section “Noms: Masc/Fem” dans le cahier d’élève. (Vocabulary packets of masculine and feminine nouns in the student binder)
- Unité 1: Vocabulaire de travail (worksheet)
- Unité 1 Vocabulaire file in Foreign Language laboratory
- Textbooks
- Unité 1 test – including listening comprehension test
- Unité 1 test – listening file in Foreign Language laboratory

### **Literacy Connections**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

### **Cross Curricular Connections**

- ELA: Comprehending and evaluating the content and artistic aspects of oral and visual presentations

Strand	
<u>Standards</u>	<u>Learning Targets</u>
C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	1. <ul style="list-style-type: none"> <li>State what they like and don't like to do using vocabulary and the verb aimer/préférrer, détester/ ne/n'...pas (not)</li> </ul>
<b>Alignments:</b> CCSS: 9-10.W.5 Performance: 1.6, 1.10 Knowledge: (CA) 6 CLE: N/A NETS: 3c DOK: 3	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>The teacher will:               <ul style="list-style-type: none"> <li>put students into small groups and provides flashcards with activities listed. Student groups will act out activities and the rest of the group will guess what activity it is</li> <li>provide a CD of:                   <ul style="list-style-type: none"> <li>native speakers talking about activities, likes, and dislikes. Students will listen to the CD and complete written activities using various methods such as:                       <ul style="list-style-type: none"> <li>fill in blank</li> <li>matching</li> <li>multiple choice</li> </ul> </li> <li>conversations about likes and dislikes. Students will listen to other conversations and categorize the activities into two columns:                       <ul style="list-style-type: none"> <li>likes</li> <li>dislikes</li> </ul> </li> <li>create sentences (on the SMART Board) with errors about what various students like or don't like to do and the student will rewrite sentences correcting the errors. Students will then cite evidence of why they made each correction to the above sentences addressing both the verb and the indirect object pronoun</li> </ul> </li> </ul> </li> </ul>	

### **Assessments/Evaluations**

- Formative:
  - Students will:
    - act out activities that they like to do. The teacher will observe their actions
    - complete written activities on a listening worksheet:
      - fill-in the blank
      - multiple choice
      - matching
  - and turn it in to the teacher to assess for mastery
- Summative:
  - Students will write sentences that describe what people like to do as part of the teacher created Unité 3 test

### **Sample Assessment Questions**

- Write a sentence telling what the following people like to do
  1. Tu aimes manger. (You like to eat.) vs. Tu n'aimes pas manger. (You do not like to eat + an infinitive)
  2. Gisèle et moi / parler (Gisèle and I / to speak) = Gisèle et moi préférons parler.

### **Instructional Resources/Tools**

- Unité 3 flashcards
- Unité 3 listening:
  - CD or language lab file/CD player in classroom
  - worksheet
- SMART Board with notebook file reviews from Unit 3

### **Literacy Connections**

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

### **Cross Curricular Connections**

- ELA:
  - It supports Language Arts because students have to communicate using strategies to identify and produce oral and written language
  - Participating in formal and informal presentations and discussions of issue and ideas

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<p style="text-align: center;"><b><u>Standards</u></b></p> <p>D. Reinforce and further their knowledge of other disciplines through the foreign language</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Identify and produce the correct pronunciation of French vowels</li> <li>• Identify which letter of the French alphabet is being spoken</li> <li>• Produce French words as they hear the letters being spoken</li> <li>• Compare and contrast pronunciation rules in French and English</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 9-10.RI.1; 9-10.RI.2; 9-10.RI.4; 9-10.SL.2  Performance: 2.2  Knowledge: (CA) 1  CLE: N/A  NETS: 4c  DOK: 2</p>	

### **Instructional Strategies**

- The teacher will:
  - lead a discussion on the differences between the way words would be pronounced in French versus in English. Students will compare and contrast basic pronunciation and spelling rules in French to those of English by listing similarities and differences
  - spell out vocabulary words and students will:
    - write the words as they are spelled out
    - then translate the words they have written
  - dictate vocabulary words that emphasize the pronunciation lesson for that unit. Students will:
    - write out the words as they hear them using the correct spelling of the words
    - then translate the words they have written
  - select vocabulary words that illustrate the pronunciation topic for that unit. Students will write out the phonetic spelling of those words
- Students will:
  - correctly pronounce a list of vocabulary words provided by the teacher
  - complete letters missing in French words as the teacher pronounces those words

### **Assessments/Evaluations**

- Formative:
  - Class pronounces vocabulary words by choral response
  - Students will:
    - spell French words as they are spelled out orally and as they are spoken (dictated)
    - write answers on whiteboards and hold up answers for teacher to check
- Summative:
  - Students will complete letters missing in French words as the teacher pronounces those words for them. This will be part of the spelling and pronunciation test in each unit

### **Sample Assessment Questions**

- Students complete each word with the missing letter/s based on what they hear: (ç vs. c/ é vs. è/gn as in the English word **canyon**)
 

1. \_\_\_\_a,    2. \_\_\_\_omment,    3. \_\_\_\_l\_\_\_\_ve,    4. mont\_\_\_\_e

Teacher reads: 1. ça 2. comment 3. élève 4. montagne



**Instructional Resources/Tools**

- Whiteboards with markers and erasers
- SMART Board (practice) with notebook file with words that are dictated and spelled by the teacher and pronounced by the students
- Pronunciation notes for Unit 1
- Spelling and pronunciation study sheet
- Unité 1 Spelling and Pronunciation quiz

**Literacy Connections**

- Cite strong and thorough textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

**Cross Curricular Connections**

- ELA: Speaking and writing standard English, including:
  - grammar
  - usage
  - punctuation
  - spelling
  - capitalization

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>E. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Explain the negative form (NOT) = <b>ne/n'... pas</b> and a verb in the present tense</li> <li>• Use <b>ne</b> before verbs beginning with a consonant (except h) /<b>n'</b> before verbs beginning with a vowel and h + a <u>conjugated verb</u> + <b>pas</b> to form the negative verbs</li> <li>• Conjugate correctly and choose the correct negative form in various sentences</li> </ul>
<p><b>Alignments:</b>            CCSS: 9-10.RI.4            Performance: 1.6, 1.10, 2.2            Knowledge: (CA) 6            CLE: N/A            NETS: 1c            DOK: 3</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will:               <ul style="list-style-type: none"> <li>• lead a discussion:                   <ul style="list-style-type: none"> <li>• on the differences in usage of ne...pas/n'...pas</li> <li>• comparing French versus English regarding the affirmative/negative ways to say (not in French) emphasizing how French is a more specific language than English. Students will conjugate the verb être (to be) in the affirmative and the negative by completing a graph that describes the meanings and various similarities and differences</li> </ul> </li> <li>• provide a list of questions using ne/n'...pas and several verbs to make in the negative. Students will:                   <ul style="list-style-type: none"> <li>• read the questions</li> <li>• explain why the (ne...pas or the n'...pas) negative form was used, and then answer the question using the correct form as appropriate</li> </ul> </li> </ul> </li> </ul>	

- Students will:
  - practice the negative and a conjugation of a verb in sentences provided by the teacher
  - complete written activities using ne/n'...pas including:
    - multiple choice
    - fill-in the blank
    - short answers
- After completing the written activities, students will give explanations for why they chose the conjugation form of être for each sentence

### Assessments/Evaluations

- Formative:
  - Students will:
    - complete a graph that describes the two ways to form the negative word “not” in French
    - share answers on the SMART Board and those answers will be corrected and discussed by the class
  - The teacher will:
    - read English sentences and the students will:
      - decide which negative (ne...pas/n'...pas) to use and will write their answer on a whiteboard
      - check answers as students hold them up for each sentence
- Summative:
  - Students will fill in the blank using the correct verb and the correct verb form as part of the teacher created Unité 4 test

### Sample Assessment Questions

- Mme. Valdiviez n'est pas sympa. – Mrs. Valdiviez is not nice
- Je **ne suis pas** fatigué. – I **am not** tired

### Instructional Resources/Tools

- Unité 4 note sheet
- SMART Board with notebook file notes and reviews from Unité 4
- Comparison chart
- Ne...pas/N'...pas worksheets
- Acitivités Pour Tous and workbook packets for Unité 4

**Literacy Connections**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

**Cross Curricular Connections**

- ELA: Participating in formal and informal presentations and discussions of issues and ideas – It connects to English because students discover and evaluate patterns and relationships in information, ideas, and structures

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>F. Demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• Describe the perspectives of first, second, and third person</li> <li>• Change the subject and verb of a sentence to correctly answer a question</li> <li>• Apply the rules of subject/verb agreement by making subjects and verbs agree in both French and English and adjusting these when answering a question</li> </ul>
<p><b>Alignments:</b>            CCSS: 9-10.RI.5; 6.L.1c            Performance: 1.6, 2.2            Knowledge: (CA) 1,6 (SS) 6            CLE: N/A            NETS: 1b            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will lead a discussion about the different perspectives of first, second, and third person and how it exists in any language</li> <li>• Students will:               <ul style="list-style-type: none"> <li>• use their own words to write explanations of first, second, and third person perspectives</li> <li>• write descriptions of how the subject and verb should change when asking and answering questions emphasizing the perspective changes</li> <li>• change the subject and verb by answering a question in:                   <ul style="list-style-type: none"> <li>• English</li> <li>• French and relate that change to what occurs in English</li> </ul> </li> <li>• listen to a conversation and create questions to ask a classmate and                   <ul style="list-style-type: none"> <li>• ask those questions to a classmate who will provide an answer making all necessary changes to the sentence</li> <li>• write out the questions and answers before speaking them to a classmate</li> </ul> </li> </ul> </li> </ul>	

### Assessments/Evaluations

- Formative:
  - Students will:
    - write explanations of first, second, and third person perspectives on their note sheets. The teacher will walk around the classroom and observe answers being written and discuss common mistakes with the class
    - change the subject and verb when answering a question in English and French and:
      - questions will be provided by the teacher on the SMART Board
      - answers will be shared on the SMART Board to then be discussed and corrected together as a class
- Summative:
  - Students will write questions based on answers given making sure to have chosen the correct subject and have the verb agree with that subject as part of the teacher created Unité 4 assessment

### Sample Assessment Questions

- Students will practice drills at the beginning of each class period
- Students will write questions based on the following answers given:
  1. J'ai un sandwich **parce que j'ai très faim**. – I have a sandwich because I am very hungry.  
Answer: Pourquoi as-tu un sandwich? – Why do you have a sandwich?
  2. **Le prof** a soif. – The teacher is thirsty.  
Answer: Qui a soif? – Who is thirsty?

### Instructional Resources/Tools

- Points of View note sheet
- Drills
- SMART Board practice – notebook file containing:
  - questions in English and French for students to answer
  - answer in English and French for students to write questions
- Unité 3 grammar quiz

### Literacy Connections

- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Recognize and correct inappropriate shifts in pronoun number and person

**Cross Curricular Connections**

- ELA:
  - Develop questions and ideas to initiate and refine research; proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
  - Discover and evaluate patterns and relationships in information, ideas, and structures
- Social Studies: Relationships of the individual

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>G. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Identify the countries of the French-speaking world and in what parts of the world they are located</li> <li>• Identify differences between the French spoken in France and the French spoken in Canada</li> <li>• Identify differences between the English spoken in the United States and other English-speaking countries and compare to the France/Canada differences</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 9-10.RI.4; 9-10.RI.7  Performance: 1.6, 3.5  Knowledge: (CA) 7 (FA) 5  CLE: N/A  NETS: 2b  DOK: 2</p>	



### **Instructional Strategies**

- The teacher will:
  - present the French-speaking countries to the class by:
    - labeling them on a map
    - demonstrating a mnemonic device to help them remember the names of the countries
  - give examples of differences in the way English is spoken in the United States and how it is spoken in other English-speaking countries and students will make a list of differences they are aware of among these countries:
    - England
    - Australia
    - Ireland
    - St. Lucia (Caribbean)
    - New Orleans, LA
    - Montréal, Canada
  - demonstrate differences in pronunciation and vocabulary between France and Canada and students will create a list of some of the differences
  - provide maps that are cut apart and students will reassemble them and then label each French-speaking country
- Students will:
  - come up with their own mnemonic device to remember the country names
  - share these methods with the class
  - identify the countries on a teacher provided list that speak French and eliminate those listed that do not
  - label the French-speaking countries on a map
- Two students will stand at a map of the French-speaking countries and as the teacher reads the name of a country, the students race to be the first to locate the country named by hitting it with a fly swatter

### **Assessments/Evaluations**

- Formative:
  - Two students will stand at a map of the French-speaking countries and as the teacher reads the name of a country, the students will race to be the first to locate the country named by hitting it with a fly swatter. The teacher observes the activity
  - The teacher provides maps that are cut apart and students will reassemble them and then label each French-speaking country while observing the activity
- Summative:
  - Students will:
    - identify the countries on a teacher provided list that speak French and eliminate those listed that do not
    - label the French-speaking countries on a map. The teacher will grade both the list and the map

**Sample Assessment Questions**

- Eliminate the countries that do not speak French and replace them with countries that do speak French but were not included on the list:
  - Vietnam
  - Martinique
  - Egypt
  - Jamaica

**Instructional Resources/Tools**

- Map of French-speaking countries
- Textbook
- Preliminary Unit Map worksheets
- Language Differences note sheet
- Pronunciation notes
- SMART Board with notebook file of map of French-speaking countries
- Map puzzle

**Literacy Connections**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account

**Cross Curricular Connections**

- Fine Arts: Visual and performing arts in historical and cultural contexts
- Social Studies: Tools of social science inquiry, such as:
  - surveys
  - statistics
  - maps
  - documents

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<u>Standards</u>	<u>Learning Targets</u>
H. Use language both within and beyond the school setting	1. <ul style="list-style-type: none"> <li>Describe the Mardi Gras holiday</li> <li>Compare the common beliefs and celebrations that surround this holiday in America (i.e., Louisiana) to those in France</li> </ul>
<b>Alignments:</b> CCSS: 9-10.W.2; 9-10.W.4 Performance: 2.3, 4.1 Knowledge: (CA) 6,7 (SS) 6 CLE: N/A NETS: 1a; 2a,b; 4b DOK: 3	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>Mardi Gras article reading:               <ul style="list-style-type: none"> <li>The teacher:                   <ul style="list-style-type: none"> <li>begins reading article about the Mardi Gras holiday with the class</li> <li>goes over the vocabulary (including food) and traditions related to Mardi Gras in Francophone (French-speaking) countries and the United States (Louisiana)</li> </ul> </li> <li>Before completing the article, students will share what they think it is and why it is celebrated before discovering the true meaning in the article.</li> </ul> </li> <li>Students will:               <ul style="list-style-type: none"> <li>continue reading on their own</li> <li>create a:                   <ul style="list-style-type: none"> <li>list of common ways Mardi Gras is celebrated in America</li> <li>second list of actual practices based on what they read</li> </ul> </li> <li>write a brief reflection drawing conclusion about how they think this holiday should be celebrated based on the history of the holiday</li> <li>celebrate the day with authentic French food</li> </ul> </li> </ul>	

### **Assessments/Evaluations**

- Formative:
  - Students will create a list of common practices used to celebrate Mardi Gras in New Orleans, Louisiana, and what and how they think it is celebrated
  - After reading an article about Mardi Gras, students will create a list of actual practices used to celebrate Mardi Gras in:
    - Canada
    - French Caribbean Islands
    - other French-speaking countries
 and why they observe this holiday
- Summative:
  - Students will:
    - write a paragraph describing:
      - how they think Mardi Gras should be celebrated in the United States
      - what practices would more accurately reflect the real meaning of this holiday
 Their descriptions should include all aspects of a holiday celebration:
      - Food
      - Decorations
      - Ceremonies and more serious observances
      - Mood/tone of celebration
  - The teacher will read writings and give descriptive feedback based on whether students met criteria on a teacher created scoring guide

### **Sample Assessment Questions**

- Sample from teacher-created scoring guide: Paragraph to include information on the following aspects of the Mardi Gras celebration:
  - Food
  - Decorations
  - Ceremonies and more serious observances
  - Mood/tone of celebration of each component

**Instructional Resources/Tools**

- Mardi Gras:
  - article
  - song sheets
  - recorded music
  - recipes
- Teacher created scoring guide

**Literacy Connections**

- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Cross Curricular Connections**

- ELA: Identifying and evaluating relationships between language and culture
- Social Studies: Relationships of the individual and groups to institutions and cultural traditions

Strand	
<u>Standards</u>	<u>Learning Targets</u>
<p>I. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p>	<ul style="list-style-type: none"> <li>• Design a presentation about themselves in French demonstrating use of the vocabulary and grammar learned throughout the course</li> <li>• Create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.). Include this writing as the culminating reflection for their French 1 portfolios</li> </ul>
<p><b>Alignments:</b>            CCSS: 9-10.W.10            Performance: 2.1, 2.3            Knowledge: (CA) 4,5,7            CLE: N/A            NETS: 5c            DOK: 4</p>	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>• The teacher will:               <ul style="list-style-type: none"> <li>• share their experience with foreign language and how they benefit from knowing another language</li> <li>• lead a discussion about why someone would learn a foreign language and students will answer a questionnaire on why they chose to take a foreign language</li> <li>• outline vocabulary and grammar learned throughout the course and identify expectations for presentations</li> <li>• give examples of presentations that did and did not meet expectations</li> </ul> </li> <li>• Students will:               <ul style="list-style-type: none"> <li>• pair and share information about the reasons and future benefits of learning a foreign language</li> <li>• design a presentation about themselves in French demonstrating the use of the vocabulary and grammar learned throughout the course and present to the class for feedback and evaluation aligned with teacher created scoring guide</li> <li>• create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.). The teacher will provide prompts to guide student writing and then students will include this work in their portfolio. By this time in the course students will have had prior experience in reflective writing from previous units</li> </ul> </li> </ul>	

### Assessments/Evaluations

- Formative:
  - Pair and share discussions:
    - Student will pair-share benefits to taking a foreign language and why someone should take a foreign language class
    - The teacher will:
      - provide questions and/or topics to promote discussion
      - observe discussions and share some discussion points with the whole class after pair and share activity
  - Student French binders:
    - Students will create French 1 binders containing 16 sections covering:
      - vocabulary
      - sample verb conjugations
      - grammar
      - notes
      - resources
      - topics
      - the key rules and uses of each topic
      - examples of its use
    - The teacher will provide checklist requirements for the binder and topics to be included to ensure none are forgotten
    - Binder organization expectations and reviews of each topic will be conducted by the teacher and the entire class on the SMART Board
    - Further review sheets or organization expectations and/or note sheets will be handed out and discussed based on observations made by the teacher during whole class review and binder updating
- Summative:
  - Students will:
    - design a presentation about themselves in French demonstrating the use of the vocabulary and grammar learned throughout the course
    - present to the class for feedback and evaluation aligned with a teacher created scoring guide
    - create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.)
  - The teacher provides prompts to guide student writing and then students will include this work in their portfolio. By this time in the course students will have had prior experience in reflective writing from previous units

### **Sample Assessment Questions**

- Sample discussion points for pair and share activity:
  - Why should someone take a foreign language class?
  - What benefits will someone gain from taking a foreign language class?
  - How does learning a foreign language differ from other skills you have learned?
  - How do you think you will benefit from taking a foreign language?

### **Instructional Resources/Tools**

- Binder expectations list
- Discussion topics list
- Grammar and vocabulary notes from each unit throughout the course
- Presentation scoring guide
- Student portfolios
- Computers for creation and presentation of student work

### **Literacy Connections**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

### **Cross Curricular Connections**

- ELA:
  - Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes)
  - Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
  - Identifying and evaluating relationships between language and culture



Strand	
<u>Standards</u>	<u>Learning Targets</u>
J. Use the language both within and beyond the school setting	<ul style="list-style-type: none"> <li>Understand French dialogue in movies with minimal use of subtitles</li> </ul>
<b>Alignments:</b> CCSS: 9-10.RI.7 Performance: 1.10 Knowledge: (CA) 6 (FA) 5 CLE: N/A NETS: 1a; 3a,b; 4a DOK: 1	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>The teacher will:               <ul style="list-style-type: none"> <li>lead a discussion in French culture about the movie to be viewed</li> <li>provide students with vocabulary of words and phrases to listen for during the video</li> <li>expose students to French:                   <ul style="list-style-type: none"> <li>songs</li> <li>rhymes</li> <li>choral speaking</li> </ul> </li> <li>model songs by singing them for the class before they try singing along</li> </ul> </li> <li>Students will:               <ul style="list-style-type: none"> <li>review the vocabulary and develop a word bank of useful expressions to aid in understanding the film</li> <li>view French language movies in class. Both teacher and students will discuss the film after its completion</li> <li>learn the lyrics of French songs and sing them within the classroom setting</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Informal class discussions</li> </ul>	
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>What is the basic plot of the movie?</li> </ul>	

**Instructional Resources/Tools**

- Movies
- Recorded songs
- Song sheets

**Literacy Connections**

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

**Cross Curricular Connections**

- ELA: Participating in formal and informal presentations and discussions of issues and ideas
- Fine Arts: Visual and performing arts in historical and cultural contexts

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>K. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Understand dialogue in French movies with minimal use of subtitles</li> <li>Use opportunities to view French language films always from school</li> </ul>
<p><b>Alignments:</b>            CCSS: 9-10.RI.7            Performance: 1.10            Knowledge: (CA) 5,7            CLE: N/A            NETS: 1a,c; 6d            DOK: 1</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>View French language movies in class</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Informal assessment through class discussion and teacher observation</li> </ul>	
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>Why did you like this movie?</li> <li>How is this movie different from an American movie about the same topic?</li> </ul>	
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>The teacher will:               <ul style="list-style-type: none"> <li>lead a discussion in French culture about the movie to be viewed</li> <li>provide students with vocabulary of words and phrases to listen for during the video</li> </ul> </li> <li>Students will:               <ul style="list-style-type: none"> <li>review the vocabulary and develop a word bank of useful expressions to aid in understanding the film</li> <li>view French language movies in class</li> </ul> </li> <li>Both teacher and students will discuss the film after its completion</li> </ul>	

**Literacy Connections**

- Analyze various accounts of a subject in different mediums (e.g., a person's life story in both print and multi-media), determining which details are emphasized in each account

**Cross Curricular Connections**

- ELA: Comprehending and evaluating the context and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)