

French II

Strand	
<u>Standards</u>	<u>Learning Targets</u>
<p>A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>1.</p> <ul style="list-style-type: none"> • Show an understanding of French vocabulary relating to family and personal interests by incorporating it into a personal coat of arms • Design a presentation about their family demonstrating French vocabulary and grammar • 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 the French II binder (Portfolio)
<p>Alignments: CCSS: 4.L.1g; 4.L.3a; 11-12.W.1d; 11-12.SL.5 Knowledge: (CA) 5-7 (SS) 6 Performance: 2.1 NETS: 1b; 2b; 5c DOK: 4</p>	

Instructional Strategies

- The teacher will:
 - provide a family tree in order to explain family relationships to students
 - demonstrate a coat of arms of a fictional “family”
 - lead a vocabulary introduction and give students opportunities to explore vocabulary while creating their own Family Coat of Arms
 - provide websites where cultural topics are presented in:
 - media format (video clips)
 - written form (articles)
- Students will:
 - draw/create a Prezi or PowerPoint of their personal “Coat of Arms” in French
 - show and explain their coat of arms to the class
 - include information about themselves, their interests and their families

Assessments/Evaluations

- Formative:
 - Teacher observations
 - Teacher-created check list and scoring guide
- Summative:
 - Oral assessment, using a scoring guide
 - Written assessment using a performance scoring guide

Sample Assessment Questions

- What is your favorite activity?
- Did you understand more about this student through his explanation of the coat of arms?
- Were the student’s explanations clear in French?

Instructional Resources/Tools

- Coat of Arms form
- Vocabulary lists
- Computers
- SMART Board
- Edmodo
- Internet
- Prezi.com

Literacy Connections

(Supports Language Arts: Students have to communicate using strategies to identify and produce oral and written language)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - g. Correctly use frequently confused words
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
 - a. Choose words and phrases to convey ideas precisely
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Cross Curricular Connections

- ELA:
 - Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 - Participating in formal and informal presentations and discussions of issues and ideas
 - 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>
B. Understand and interpret written and spoken language on a variety of subjects		1. <ul style="list-style-type: none">Recognize that French indirect and direct object pronouns are in context
Alignments: CCSS: 7.L.1c; 4.L.1g Knowledge: (CA) 1 Performance: 1.5 CLE: N/A NETS: 4a DOK: 1		
<u>Instructional Strategies</u> <ul style="list-style-type: none">Read a short story using direct and indirect object pronounsDiscuss the story among themselves and answer questionsThe teacher will:<ul style="list-style-type: none">model what an object pronoun is in the story “Le Calendrier”identify and model reading/listening comprehension strategiesprovide opportunity for reflection concerning strategiesStudents will:<ul style="list-style-type: none">jigsaw a reading in small groups as the teacher facilitates the activityanalyze and contextualize the reading “Le Calendrier”		

Assessments/Evaluations

- Formative:
 - The teacher will:
 - monitor student performances and provides appropriate feedback
 - use name sticks (popsicle sticks) to call on students to sample class understanding
 - facilitate class discussion
 - Students will:
 - answer questions about the story
 - identify object pronouns in the text
- Summative:
 - Students have to perform similar tasks relative to the formative assessment, but in an individual setting on a teacher created test

Sample Assessment Questions

- Underline the indirect object prepositions used in this story
- Who are the major characters of this story?

Instructional Resources/Tools

- Story of “Le Calendrier”
- List of questions about the story
- Language lab
- classzone.com
- Textbooks

Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - g. Correctly use frequently confused words

Cross Curricular Connections

- CA 1 speaking and writing standard English (including grammar usage, punctuation, spelling, capitalization)
- Supports Language Arts: Students have to communicate using strategies to identify and produce oral and written language

Strand	
<p align="center"><u>Standards</u></p> <p>C. Present information, concepts and ideas to an audience of listeners or readers on a variety of topics</p>	<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Demonstrate the ability to write a simple story in collaboration with others • Use grammatical concepts and vocabulary they have learned in French I and II
<p>Alignments: CCSS: 9-10.W.3c-e Knowledge: (CA) 5,6 (FA) 3 (SS) 6 Performance: 2.1 CLE: N/A NETS: 1a,b; 2a; 4b DOK: 2</p>	
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • do group projects in which they will write a short story in French using specific vocabulary • read the story aloud to the class 	
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Oral assessment of the presentation using a checklist • Written assessment of the story using a scoring guide 	
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • List the grammar concepts from French II that your group has incorporated into this story • List specific vocabulary from French II that you have incorporated into this story 	
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Vocabulary lists • Grammar notes 	

Literacy Connections

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
 - e. Provide a conclusion that follow from and reflects on what is to be experienced, observed, or resolved over the course of the narrative

Cross Curricular Connections

- ELA:
 - Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 - Participating in formal and informal presentations and discussions of issues and ideas

Strand	
<u>Standards</u>	<u>Learning Targets</u>
D. Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	1. <ul style="list-style-type: none"> Determine the cost of items in the Euro and give a comparative price in American dollars
Alignments: CCSS: 9-10.RI.2; 9-10.RI.4 Knowledge: (CA) 7 (SS) 6 (MA) 1 Performance: 2.2 CLE: N/A NETS: 1a,d DOK: 1	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> learn the denominations of the Euro and its history play board games, such as monopoly, in which they use the Euro 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Informal observation through classroom discussion 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> How much does this item cost in Euros, if it costs \$12.99? 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Reproductions of Euro bills and coins Articles on the Euro 	

Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and its 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 (e.g., how the language of a court opinion differs from that of a newspaper)

Cross Curricular Connections

- ELA: Identifying and evaluating relationships between language and culture
- Social Studies: Relationships of individuals and groups to institutions and cultural traditions
- Math:
 - Addition, subtraction, multiplication and division
 - Additional number sense including numeration and estimation
 - Application of these operations and concepts to the workplace and other situations

Strand	
<p align="center"><u>Standards</u></p> <p>E. Demonstrate an understanding of the relationship between the products and perspectives of a culture studied</p>	<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Use context clues to translate French stories about French culture • Do a simple comparison of French and American cultures
<p>Alignments: CCSS: 9-10.RI.4; 9-10.RI.6 Knowledge: (CA) 3,6,7 (SS) 6 Performance: 2.2 CLE: N/A NETS: 1a,d; 3b DOK: 2</p>	
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Read selected short stories dealing with French culture • Compare French culture to other European countries and the U.S. • The teacher will share personal experiences of German culture from family or travel 	
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written assessment using questions about the stories using a scoring guide 	
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • How is this aspect of French culture different from/the same as our culture? 	
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Stories 	

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 (e.g. how the language of a court opinion differs from that of a newspaper)
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of views or purpose

Cross Curricular Connections

- ELA:
 - Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 - Participating in formal and informal presentations and discussions of issues and ideas
 - 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>
F. Reinforce and further their knowledge of other disciplines through the foreign language	1. <ul style="list-style-type: none"> Show their knowledge of geography of French speaking countries by writing a report
Alignments: CCSS: 9-10.W.2a,b Knowledge: (CA) 3,7 (SS) 5-7 Performance: 1.8 CLE: N/A NETS: 1a,b; 2b; 4b DOK: 2	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> Write a report about the geography of one of the French speaking countries, giving physical descriptions of: <ul style="list-style-type: none"> the country major cities geographic regions 	
<u>Assessments/Evaluations</u>	
<ul style="list-style-type: none"> Written assessment of the report, using a scoring guide 	
<u>Sample Assessment Questions</u>	
<ul style="list-style-type: none"> Did the student list the major cities of the country about which they are writing? Is the geographic relationship between this country and other countries in Europe clearly shown? 	
<u>Instructional Resources/Tools</u>	
<ul style="list-style-type: none"> Notes from the teacher Maps Internet and other sources 	

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
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Cross Curricular Connections

- ELA:
 - Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 - Identifying and evaluating relationships between language and culture
- Social Studies:
 - Elements of geographical study and analysis (such as location, place, movement, regions)
 - Relationships of the individual and groups to institutions and cultural traditions
 - Tools of social science inquiry (such as surveys, statistics, maps, documents)

Strand	
<u>Standards</u>	<u>Learning Targets</u>
G. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	1. <ul style="list-style-type: none"> Make observations about Mardi Gras as celebrated in French speaking countries
Alignments: CCSS: 9-10.W.2a,f Knowledge: (CA) 3 (SS) 6 Performance: 1.5 CLE: N/A NETS: 3b DOK: 2	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> Read a short article in French about Mardi Gras, which will explain its history and significance Discuss the reading in class View “Great Festivals of Europe” 	
<u>Assessments/Evaluations</u>	
<ul style="list-style-type: none"> Written assessment using a scoring guide 	
<u>Sample Assessment Questions</u>	
<ul style="list-style-type: none"> What are the names of the social clubs responsible for Mardi Gras in New Orleans? Krewes What is another name for Mardi Gras? Shrove Tuesday/Carnaval/Carême 	
<u>Instructional Resources/Tools</u>	
<ul style="list-style-type: none"> Articles Movies 	

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
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

Cross Curricular Connections

- ELA: Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Social Studies: Relationships of the individual and groups to institutions and cultural traditions

Strand	
<p align="center"><u>Standards</u></p> <p>H. Demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify components of the possessive adjectives Identify patterns in the possessive form
<p>Alignments: CCSS: 3.L.1f; 4.L.3a Knowledge: (CA) 1 Performance: 1.6 CLE: N/A NETS: 1a DOK: 2</p>	
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Learn possessive adjective forms Practice forms of the French possessive that differ from English possessive forms Write answers on white boards when the teacher asks questions 	
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Written assessment consisting of fill-in and multiple-choice questions 	
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Rewrite the following phrases in the correct possessive adjective forms according to gender and number Fill in the blank with the correct possessive adjective 	
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> Worksheets White boards 	

Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - f. Ensure subject-verb and pronoun antecedent agreement
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
 - a. Choose words and phrases to convey ideas precisely

Cross Curricular Connections

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

Strand	
<u>Standards</u>	<u>Learning Targets</u>
I. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	1. <ul style="list-style-type: none"> • Compare French and American Christmas customs
Alignments: CCSS: 9-10.RI.4; 9-10.RI.6 Knowledge: (CA) 3,7 (SS) 6 Performance: 1.9 CLE: N/A NETS: 1a; 3b; 4b DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Read a story about Christmas practices in French speaking countries • List similarities and differences between Christmas in those countries and their own 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Written assessment: Students will write a paper comparing and contrasting Christmas traditions between countries – assessed using a scoring guide 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • What date is considered to most important in French Christmas? • What is one of the traditional foods eaten in French at Christmas? 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Story 	

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 (e.g., how the language of a court opinion differs from that of a newspaper)
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

Cross Curricular Connections

- ELA:
 - Reading and evaluating nonfiction works and material (such as newspapers, technical manuals)
 - Identifying and evaluating relationships between language and culture

Strand	
<p style="text-align: center;"><u>Standards</u></p> <p>J. Use the language both within and beyond the school setting</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Show knowledge of French culture by singing well-known French songs • Translate lyrics to songs
<p>Alignments: CCSS: 9-10.RI.7 Knowledge: (CA) 6 (FA) 4,5 Performance: 1.10 CLE: N/A NETS: 3b DOK: 2</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Learn the lyrics to French songs • Sing the songs within the classroom and on their own 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Self-assessment • Checking of translations with a scoring guide 	
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Translate the lyrics to the following song into good working English 	
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • CD • Song sheets • Vocabulary lists 	

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:
 - Interrelationships of visual and performing arts and the relationship of the arts to other discipline
 - Visual and performing arts in historical and cultural contexts

Strand	
<p style="text-align: center;"><u>Standards</u></p> <p>K. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Understand the plot of French movies with minimal use of subtitles
<p>Alignments: CCSS: 9-10.RI.7 Knowledge: (CA) 5,7 (SS) 6 Performance: 1.10 CLE: N/A NETS: 1a DOK: 1</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Students will watch films in French, both in the classroom and in other settings 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Self-assessment 	
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> What is the basic plot of this movie? 	
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> Movie 	
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> 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:
 - 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
- Social Studies: Relationships of the individual and groups to institutions and cultural traditions