

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"> • Apply knowledge of French vocabulary and sentence structure to spoken French • Identify comparative and superlative forms of adjectives and adverbs
Alignments: CCSS: 4.L.1f; 7.L.3a Performance: 2.1 Knowledge: (CA) 1,4 NETS: 1a DOK: 4	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> • Create and perform skits using comparative and superlative forms of adjectives and adverbs to “advertise” their products 	
<u>Assessments/Evaluations</u>	
<ul style="list-style-type: none"> • Written evaluations by peers and the teacher using a scoring guide and checklist 	
<u>Sample Assessment Questions</u>	
<ul style="list-style-type: none"> • Were comparative/superlative forms used correctly in this skit? • Were both adjectives and adverbs used? 	
<u>Instructional Resources/Tools</u>	
<ul style="list-style-type: none"> • Lists of adverbs and adjectives • Grammar notes in French binder 	
<u>Literacy Connections</u>	
<ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting fragments and run-ons • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy 	

Cross Curricular Connections

- Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
- Writing formally (such as reports, narratives, essay) and informally (such as outlines, notes)

Strand	
<p align="center"><u>Standards</u></p> <p>B. Understand and interpret written and spoken language</p>	<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Use context clues to translate a French book • Make observations and answer questions about the story
<p>Alignments: CCSS: 11-12.RL.4; 11-12.R.6 Performance: 1.5 Knowledge: (CA) 2,5 NETS: 1a; 3a DOK: 2</p>	
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Read the book “Le Vol de la Joconde” and do the accompanying written work 	
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written assessment through questions related to the story using a scoring guide. 	
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Mettez le verbe à l’imparfait dans la phrase: Ils <u>habitaient</u> à Bordeaux depuis dix ans (habiter) (Put the verb in the imperfect in the sentence: They <u>have lived</u> in Bordeaux for 10 years (to live) • Mona Lisa: Pourquoi est-elle si célèbre? Elle est une peinture de Leonado DaVinci The Mona Lisa: Why is it so famous? It is a famous painting of Leonardo DaVinci’s 	
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Book • Dictionaries 	

Literacy Connections

- Determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

Cross Curricular Connections

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

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<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"> • Show basic information about one of the francophone countries of France
<p>Alignments: CCSS: 11-12.W.2.a,b Knowledge: (CA) 6 (FA) 3 (SS) 6 Performance: 2.1 CLE: N/A NETS: 1a,b; 2a,b,d; 3b-d DOK: 2</p>		
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Do a written report on one of the “francophone” (French speaking countries) of France • Draw a map of the country 		
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written evaluation using a scoring guide 		
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • What is the connection to France of your country? • What are the major geographic characteristics of your country? 		
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Notes • Internet • Maps 		

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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multi-media which useful to aiding comprehension
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Cross Curricular Connections

- Participating in formal and informal presentations and discussions of issues and ideas
- Relationships of the individuals and groups to institutions and cultural traditions
- The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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"> • Interpret French proverbs
Alignments: CCSS: 11-12.RL.4; 11-12.RL.6 Performance: 2.2 Knowledge: (CA) 2,5,7 CLE: N/A NETS: 1a DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Translate French proverbs in French and relate them to English proverbs 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Written evaluation by the teacher using a scoring guide 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • Match the French proverb to its English equivalent • Give a literal translation of the proverb 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Notes 	
<u>Literacy Connections</u> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) 	

Cross Curricular Connections

- Reading and evaluating fiction, poetry and drama
- 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

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<u>Standards</u>	<u>Learning Targets</u>
E. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied	1. <ul style="list-style-type: none"> Compare the geographic and economic facts of France with the United States
Alignments: CCSS: 11-12.W.2e,f; 11-12.RH.1; 11-12.RH.7 Performance: 2.2 Knowledge: (CA) 3 (SS) 4,5,7 NETS: 1a, b; 2b; 3d DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Students will read “L’Histoire de la France” (The History of France) 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written evaluations by the teacher with questions about the reading, using a scoring guide 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> Where did the Ligurians locate themselves? <u>Rhône Basin and lakes of the Alpine Region</u> This group conquered the Ligurians at what point in history? <u>The Celts, 5th century BC</u> 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> History of France packet Notes Maps 	

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
 - e. Establish and maintain a formal style and objective tone which attending to the norms and conventions of the discipline in which they are writing
 - 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)
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to change in society and environment
- The use of tools of social inquiry (such as surveys, statistics, maps, documents)

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<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 knowledge of France's geography by planning a trip
Alignments: CCSS: 11-12.RI.7; 11-12.W.7 Performance: 1.8 Knowledge: (CA) 3,7 (SS) 5,6 CLE: N/A NETS: 1a-c; 2b DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Locate and draw one of the five main rivers in France on a map Plan a trip along that river Describe cities and historical sites along the way Teacher will share plans from her own trips 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written evaluation using a scoring guide Peer evaluation using a checklist 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> List at least 3 major cities along your river Why is your river important in France? 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Notes Internet Maps 	

Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Identifying and evaluating relationships between language and culture
- The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
- Relationships of the individual and groups to institutions and cultural traditions

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<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"> • Compare Christmas traditions in France with the U.S.
Alignments: CCSS: 11-12.RI.2; 11-12.RI.3 Performance: 1.5 Knowledge: (CA) 1 (FA) 5 (SS) 3,7 CLE: N/A NETS: 1a; 3b; 4b DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Read “La Fête de Saint Nicolas, le six décembre/La Fête Noël” (The celebration of St. Nicholas, December 6/The Christmas Holiday) and do the accompanying written work 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Written assessments through questions related to the story, using a scoring guide 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • What is the tradition on the 6th of December? Put a slipper out for St Nicolas to put a treat in. • What is the name of Père Noël’s companion? Père Fouettard (Father Spanker) 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Stories 	
<u>Literacy Connections</u> <ul style="list-style-type: none"> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another a complex analysis; provide an objective summary of the text • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text 	

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Identifying and evaluating relationships between language and culture
- Relationships of the individual and groups to institutions and cultural traditions

Strand	
<u>Standards</u>	<u>Learning Targets</u>
H. Demonstrate understanding of the nature of language through comparisons of the language studied and their own	1. <ul style="list-style-type: none"> Identify patterns of reflexive verb usage in French sentences
Alignments: CCSS: 5.L.1d Performance: 1.6 Knowledge: (CA) 1 CLE: N/A NETS: 4a DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Identify patterns of reflexive verb usage in French Know the meanings of reflexive verbs in French 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written assignments using a scoring guide Quiz on meanings of reflexive verbs Test of meaning and usage of reflexive verbs 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> Fill in the blank with the correct form of reflexive verb Write the meanings of the reflexive verbs on this list Form sentences with reflexive verbs from the following word groups 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Grammar notes Practice sheets 	
<u>Literacy Connections</u> <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense 	

Cross Curricular Connections

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

Strand		
	<u>Standards</u>	<u>Learning Targets</u>
	I. Demonstrate understanding of the concept of culture through comparisons of the culture studied and their own	1. <ul style="list-style-type: none"> Cite evidence showing why a French speaking person is important to society
Alignments: CCSS: 11-12.W.2a,b Performance: 1.9 Knowledge: (CA) 3,7 (FA) 4,5 (SS) 6 CLE: N/A NETS: 1a,b DOK: 3		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Write about a famous French speaking person, explaining why they are important and what their contributions are to society Explain to class who the person was and why they are important 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written evaluation using a scoring guide 		
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> What field of endeavor is this person important for? How is this person's accomplishment relevant to the world today? 		
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Internet Books and other research materials 		

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 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia which useful to aiding comprehension
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Identifying and evaluating relationships between language and culture
- Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- Visual and performing arts in historical and cultural contexts
- Relationships of the individual and groups to institutions and cultural traditions

Strand		
	<u>Standards</u>	<u>Learning Targets</u>
J. Use the language both within and beyond the school setting		1. <ul style="list-style-type: none">Develop a report and logical argument as to why their “Région française” is one to visit
Alignments: CCSS: 11-12.W.2a,b; 11-12.SL.4 Performance: 1.10 Knowledge: (CA) 3,6 (SS) 5,7 CLE: N/A NETS: 1a,b; 2a,b; 3a,b,d; 4b DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none">Give oral reports on the “Région française” (French region) of their choice		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none">Peer and teacher evaluation using a checklist		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none">What is the main reason you would suggest that someone visit your region		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none">Teacher slides of various areas in FranceBooksInternetMaps		

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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia which useful to aiding comprehension
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- Present information, findings, and supporting evidence, conveying a clear perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Cross Curricular Connections

- Reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals)
- Participating in formal and informal presentations and discussions of issues and ideas
- The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to change in society and environment
- The use of tools of social inquiry (such as surveys, statistics, maps, documents)

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<u>Standards</u>	<u>Learning Targets</u>
K. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment	1. <ul style="list-style-type: none"> • Create correspondence with a French pen pal
Alignments: CCSS: 11-12.W.10 Performance: 1.10 Knowledge: (CA) 4 (SS) 6 CLE: N/A NETS: 1a,b; 2c DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Exchange letters with students in French speaking countries through the French “Postal Exchange” program 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Informal evaluating 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • What have you learned about the differences/similarities in the lives of your pen pal and yourself? 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Internet 	
<u>Literacy Connections</u> <ul style="list-style-type: none"> • 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 	
<u>Cross Curricular Connections</u> <ul style="list-style-type: none"> • Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) • Relationships of the individual and groups to institutions and cultural traditions 	