

| Strand | |
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| <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"> Express how students feel about current events in and out of the USA Utilize new thematic vocabulary in conjunction with grammatical concepts using them in conversations expressing and gathering information through daily interaction with their peers |
| <p>Alignments: CCSS: 11-12.SL.1c Performance: 2.3 Knowledge: (CA) 6 (SS) 6 NETS: 6a DOK: 4</p> | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> provide opportunities for students to look for current events at the media center drill practice in the language laboratory utilizing new vocabulary in conjunction with new grammar Students will: <ul style="list-style-type: none"> utilize the gathered information to respond to comprehensive questions in French in a peer-leas conversation make connections between the news from other French-speaking countries and how this can affect the United States | |
| <u>Assessments/Evaluations</u> | |
| <ul style="list-style-type: none"> Teacher observation Utilize a scoring guide to evaluate spoken communication | |

Sample Assessment Questions

Speaking Scoring Guide is attached below

Level 3-Level 4 Speaking Rubric (32 Points)

| Rating | Unratable | No Proficiency | Basic Proficiency | Proficiency | Above Proficiency |
|--|--|--|--|--|--|
| | 0 | 1 | 2 | 3 | 4 |
| Task Completion | No attempt to complete the task | Minimal attempt to complete the task, responses frequently inappropriate | Partial completion of the task, responses mostly appropriate yet undeveloped | Completion of the task, responses appropriate and adequately developed | Superior completion of the task, responses appropriate and with elaboration |
| Communication of Message (x 2) | No attempt to convey message | Responses barely comprehensible with many incomplete thoughts; requiring some interpretation on the part of the listener | Responses comprehensible with few incomplete thoughts; requiring some interpretation on the part of the listener | Responses mostly comprehensible with few incomplete thoughts; requiring minimal interpretation on the part of the listener | Responses readily comprehensible with no or almost no incomplete thoughts; requiring no interpretation on the part of the listener |
| Fluency | No attempt to speak in the target language | Speech halting and uneven with long pauses | Speech choppy and/or slow with frequent pauses; little attempt to sustain speech | Speech somewhat hesitant; some attempt to sustain speech | Speech continuous and sustained with few pauses or stumbling |
| Pronunciation | No attempt to speak in the target language | Major pronunciation errors, may prevent comprehension | Frequent pronunciation errors, may impede comprehension | Occasional pronunciation errors which do not impede comprehension | No or almost no pronunciation errors |
| Vocabulary (x 2) | No attempt to use the target language | Inadequate and inaccurate use of vocabulary | Somewhat inadequate and inaccurate use of vocabulary and/or vocabulary too basic for this level | Adequate and accurate use of vocabulary for this level | Rich use of vocabulary with frequent attempts at elaboration |
| Grammar | No attempt to speak in the target language | Almost no correct grammatical structures, impeding comprehension | Frequent grammatical errors | Some minor grammatical errors | No or almost no grammatical errors |

Instructional Resources/Tools

- Computers
- Internet
- French online newspapers:
 - Journaux Français – Le Parisien
 - Le Figaro
 - Le Monde
 - L’Humanité
 - La Croix
 - Libération
 - La Tribune
 - Les Échos
 - France Soir
 - MetroLa Voix de Nord

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners in grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives

Cross Curricular Connections

- Participating in formal and informal presentations and discussions of issues and ideas
- Relationships of the individual and groups to institutions and cultural traditions
- Social Studies and ELA: Students are reading and analyzing global events in other parts of the world to later maintain a conversation with their peers

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| <u>Standards</u> | <u>Learning Targets</u> |
| B. Understand and interpret written and spoken language on a variety of topics | 1. <ul style="list-style-type: none"> • Read French literature and interpret its content • State prominent features or details of the poet/writer/author • Summarize the passage • Translate an audio/passage |
| Alignments: CCSS: 11-12.RI.3; 11-12.RI.4; 11-12.SL.2 Performance: 1.5 Knowledge: (CA) 5 (SS) 2 NETS: 1d DOK: 4 | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • provide literature pieces for students to interpret content by: <ul style="list-style-type: none"> • first finding unknown words in the digital dictionary • secondly translating the syntax to grasp the message of the author • identify and model reading/listening comprehension strategies before assessments • lead a class discussion on the elements of summarizing a passage/poem • provide opportunity for reflection concerning strategies • Students will: <ul style="list-style-type: none"> • research the author's: <ul style="list-style-type: none"> • environment • life to better understand his literature • analyze and contextualize: <ul style="list-style-type: none"> • the period in history in which the author lived • the author's personal life | |

Assessments/Evaluations

- Formative:
 - The teacher will:
 - ask questions to students to check for understanding of content
 - monitor student performance and provide feedback
 - Students will:
 - complete assessments/activities
- Summative:
 - Written assessment: essay questions

Sample Assessment Questions

- Example of essay questions referring to the literary piece, *Corinne ou l'Italie* par Germaine Necker
 - Quel intérêt présente un port comme Ancône pour le Voyageur?
 - Quels sont les points communs entre les différentes religions, don't les ceremonies sont si peu semblables?

Instructional Resources/Tools

- Romanciers et Conteurs du 19e Siecle par Jean et Jacqueline Sareil

Literacy Connections

- 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
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

Cross Curricular Connections

- Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
- Continuity and change in history of Missouri, the United States, and the world
- ELA and Social Studies:
 - Students use reading strategies to gather information
 - Reading helps increase reading fluency
 - Reading supports Social Studies because students research and evaluate a period of history around the world to gain the necessary information

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| <u>Standards</u> | <u>Learning Targets</u> |
| C. Present information, ideas and concepts to an audience of listeners or readers on a variety of topics | 1. <ul style="list-style-type: none"> • Present an oral biography report to the class |
| Alignments: CCSS: 11-12.SL.4; 11-12.SL.5 Performance: 2.1 Knowledge: (CA) 6 (SS) 6 NETS: 1a,b; 2a DOK: 3 | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> • Students will give an oral biography report on a famous French person of their choice | |
| <u>Assessments/Evaluations</u> | |
| <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Peer evaluations • Summative: <ul style="list-style-type: none"> • Written assessment using a scoring guide | |
| <u>Sample Assessment Questions</u> | |
| <ul style="list-style-type: none"> • What was the main idea you gained about this person from the report you just heard? | |
| <u>Instructional Resources/Tools</u> | |
| <ul style="list-style-type: none"> • Documentary videos • Computer • Internet: <ul style="list-style-type: none"> • websites • readings • Books | |

Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addresses, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- 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

- Participating in formal and informal presentations and discussions of issues and ideas
- Relationships of the individual and groups to institutions and cultural traditions
- ELA:
 - Students research and organize their findings in written and oral format to later present to an audience
 - Reading helps increase their reading fluency
- Social Studies:
 - Students research, explore, and evaluate geographical and political issues or a period of history around the world to gain necessary information

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| <p align="center"><u>Standards</u></p> <p>D. Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> | <p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Make observations about French history and compare France to the rest of Europe and the U.S. during corresponding time periods |
| <p>Alignments: CCSS: 11-12.RH.2; 11-12.RH.6; 11-12.RH.9 Performance: 2.2 Knowledge: (CA) 3,7 (SS) 5,6,7 NETS: 1a,c; 4a DOK: 2</p> | |
| <p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will study modern French history in French | |
| <p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written assessment using a scoring guide for questions and readings | |
| <p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Expliquez- vous les tiers États? | |
| <p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Reading: La France et Sa Civilisation par Jacques Hardé • Internet • VHS: “Discovering French History” | |

Literacy Connections

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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 change in society and environment
- Relationships of the individual and groups to institutions and cultural traditions
- The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
- ELA: Researching and organizing information to later use in a report
- Technology: Students learn how to present their information with a more powerful tool
- Social Studies: Researching global aspects and geographical conditions of the world

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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"> Explore the Cuisine of a francophone country and prepare a dish from a student-created menu/cookbook Interpret differences and similarities between their own culture and the one from a French-speaking country they will research |
| Alignments: CCSS: 11-12.RI.2; 11-12.RI.3; 11-12.SL.1 Performance: 2.2 Knowledge: (CA) 3,4,6 NETS: 1a,b; 2b DOK: 2 | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> study (in small groups) the foods common to the French-speaking (francophone) countries compare and contrast French cuisine to that of the United States learn the seven courses of an authentic French meal create an authentic French menu of a specific francophone cuisine using all seven courses prepare a dish from one of the courses for the class to sample complete a grammar and vocabulary packet of French cuisine The teacher will: <ul style="list-style-type: none"> provide the opportunity to engage in classroom conversation to acknowledge the students' background and cultural information of the French-speaking countries they have researched show a variety of cuisine/foods via: <ul style="list-style-type: none"> PowerPoint SMARTBoard provide opportunity for students to: <ul style="list-style-type: none"> think, pair, share while doing their menus and Cuisine packet share their background knowledge of the francophone country | |

Assessments/Evaluations

- Formative:
 - Teacher observations
 - Guided practice
 - Feedback
- Summative:
 - Written assessment for a student created cookbook/menu – assessed using a scoring guide
 - Written test
 - Informal assessment by having a “Cuisine Day” when students will:
 - bring in foods
 - sit and eat a full authentic meal

Sample Assessment Questions

- Dans quel pays francophone est la nourriture a trouvé? (In what French-speaking country is the food found?)
- Est-ce la nourriture a fait seulement pendant certaines périodes de l’année ou pour les fêtes particulières? (Is the food made only during a certain time of the year or for a particular holiday?)

Instructional Resources/Tools

- Edmodo
- Computers
- Notes for binder portfolio
- Recipe books
- Internet
- Cuisine films
- SMARTBoard
- Presentation tools:
 - Prezi
 - PowerPoint
 - Hand-created cookbook/menu

Literacy Connections

- 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 to provide 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 the course of the text
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- Participating in formal and informal presentations and discussions of issues and ideas

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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"> Cite evidence of importance of a particular native French speaking person to society |
| Alignments: CCSS: 11-12.W.2a,b Performance: 1.8 Knowledge: (CA) 3,7 (SS) 6 (FA) 4,5 NETS; 1a,b; 2a DOK: 3 | |
| <u>Instructional Strategies</u> <ul style="list-style-type: none"> Students will write a biography of a famous French: <ul style="list-style-type: none"> scientist artist author or <ul style="list-style-type: none"> politician | |
| <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"> Why is this person's contribution important to our world? What is a little known fact you learned about this person? | |
| <u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Books Internet | |

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 when 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
- Relationships of the individual and groups to institutions and cultural traditions
- Interrelationships of visual and performing art and the relationships of the arts of other disciplines
- Visual performing arts in historical and cultural contexts

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| <p align="center"><u>Standards</u></p> <p>G. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> | <p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Show knowledge of French speaking scientists and their contributions |
| <p>Alignments: CCSS: 11-12.RL.2 Performance: 1.5 Knowledge: (CA) 3 (SS) 6 (SC) 8 NETS: 1a,b; 2b DOK: 2</p> | |
| <p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will read about French scientists and their contributions to the scientific community | |
| <p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Informal oral assessment through class discussion | |
| <p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • What was one of the major contributions (invention) of this person? • How did their contribution change the world, as they knew it? | |
| <p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Books • VHS Films – Madame Currie • Internet • SMARTBoard | |
| <p align="center"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text | |

Cross Curricular Connections

- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Relationships of the individual and groups to institutions and cultural traditions
- Impact of science technology and human activity on resources and environment

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| <u>Standards</u> | <u>Learning Targets</u> |
| H. Demonstrate understanding of the nature of language through comparison of the language studied and their own | 1. <ul style="list-style-type: none"> Identify uses of conjunctions and their effect on word order in French |
| Alignments: CCSS: 7.L.1c Knowledge: (CA) 1 Performance: 1.6 CLE: N/A NETS: 1a DOK: 3 | |
| <u>Instructional Strategies</u> <ul style="list-style-type: none"> Students will learn to use coordinating and subordinating conjunctions and recognize their effect on French word order | |
| <u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Quizzes on meanings of conjunctions Written evaluation using a scoring sheet Test on meanings and uses of conjunctions | |
| <u>Sample Assessment Questions</u> <ul style="list-style-type: none"> What is the difference between a subordinating conjunction and a coordinating conjunction? How does a subordinating conjunction affect the word order in a French sentence? | |
| <u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Grammar notes for the French binder/portfolio Practice sheets | |
| <u>Literacy Connections</u> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers | |

Cross Curricular Connections

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

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| <u>Standards</u> | <u>Learning Targets</u> |
| I. Demonstrate understanding of the concept of culture through comparison of the cultures studied and their own | 1. <ul style="list-style-type: none"> Listen to and sing along with folk music of different French speaking countries (Canada, French West Indies, African countries, Asian or European francophone countries, etc.) Contrast and compare instrumental usage with typical instruments in the United States |
| Alignments: CCSS: 11-12.RI.5 Performance: 2.4 Knowledge: (CA) 7 (FA) 4 (SS) 6 NETS: 4a DOK: 2 | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> give opportunities to listen to different kinds of French folk music for students to learn about and identify instrument sounds present instrumental folk instruments using a PowerPoint for students to see what the instruments look like provide websites in which students can read about different instruments typical of francophone countries as well as instruments made in the USA | |
| <u>Assessments/Evaluations</u> | |
| <ul style="list-style-type: none"> Summative: Test | |

Sample Assessment Questions



Name this instrument and where is it played?



Who is this man? What genre of music does he play? What do his lyrics promote?

Instructional Resources/Tools

- Textbook
- Edmodo
- Internet
- Computer

Literacy Connections

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

Cross Curricular Connections

- Identifying and evaluating relationships between language and culture
- Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- Relationships of the individual and groups to institutions and cultural traditions

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| <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"> Demonstrate knowledge of Central European geography |
| Alignments: CCSS: 11-12.W.2a,b Performance: 1.10 Knowledge: (CA) 3,6 (SS) 5,7 CLE: N/A NETS: 1a,b; 2b; 3b DOK: 3 | |
| <u>Instructional Strategies</u> <ul style="list-style-type: none"> Students will write an itinerary for a trip in a French speaking country and present it to the class | |
| <u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Written evaluation by peers using a scoring guide | |
| <u>Sample Assessment Questions</u> <ul style="list-style-type: none"> Why did you choose to write about this country? What do you consider to be the most important part of your “trip” and why? | |
| <u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> Travel books Internet Map | |

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 when 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)
- 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 changes in society and environment
- The use of social science inquiry (such as surveys, statistics, maps, documents)

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| <u>Standards</u> | <u>Learning Targets</u> |
| <p>K. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p> | <p>1.</p> <ul style="list-style-type: none"> • Design a presentation about themselves in French demonstrating the use of the vocabulary and grammar used throughout all four levels of French • 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.). Add this writing to the French binder/portfolio |
| <p>Alignments: CCSS: 11-12.W.6 Performance: 1.10 Knowledge: (CA) 6 (SS) 6 NETS: 5c DOK: 4</p> | |
| <u>Instructional Strategies</u> | |
| <ul style="list-style-type: none"> • The teacher: <ul style="list-style-type: none"> • shares her/his experience with the students as to: <ul style="list-style-type: none"> • why they learned French • how they have benefitted from knowing another language • facilitates a discussion about why someone would learn a foreign language (French) and the students will answer a questionnaire on why they chose to learn the French language • outlines vocabulary and grammar learned throughout their French coursework • identifies expectations for presentations • gives examples of a presentation that did and did not meet expectations • provides prompts to guide student writing and the students will include this work in their French binder/portfolio | |

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| <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> think, pair, share information about the reasons and future benefits of learning French design a presentation about themselves in French demonstrating the use of the vocabulary and grammar learned in French I-IV present to the class for feedback and evaluation aligned with the teacher created scoring guide create a written reflection in English on what they learned in the course and how it could benefit them in the future (i.e., college, military, etc.) |
| <p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Formative: Students are given feedback and guidance as they are developing and creating their portfolios throughout the course before they make the final submission Summative: Students will submit their binder/portfolios for grading when they have finished making final revisions |
| <p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> French binder/portfolios are student produced and will be assessed with a scoring guide |
| <p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> Computer Internet Presentation tool of the student's choice Student comprehensive French binder |
| <p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information |
| <p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> Participating in formal and informal presentations and discussions of issues and ideas Relationships of the individual and groups to institutions and cultural institutions |