

7-12 World Language French

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St. Charles R6 School District



Grades 7-12 French World Language Curriculum Committee

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Grades 7-12 French World Language Curriculum

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Grade Level Outcomes

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➤ High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- > Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- ➤ Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

- 1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
- 2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
- 3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- 4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
- 5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

- 1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
- 2. A strong educational program should provide developmental continuity.
- 3. The successful learner is motivated, strategic, knowledgeable, and interactive.
- 4. Children learn best when they have real purposes and can make connections to real life.
- 5. Effective learning is a combination of student exploration and teacher and mentor modeling.
- 6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
- 7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
- 8. Literacy for the future means literacy in multiple technologies.
- 9. Education must respond to society's diverse population and serve all children.
- 10. Interactions among students, teachers, parents, and community form the network that supports learning.

7th-12th Grade World Language Course Description

- 7th and 8th grade students will have the option to take one semester of World Languages and Cultures, which includes an introduction to German, French and Spanish. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.
- 8th grade students will have the option to study German, French, or Spanish for a full year and earn high school credit. Depending on individual student proficiency in the World Language, the student will be recommended to take Level 1 Spanish, French or German to strengthen their foundation in that language skills or for Level 2 Spanish, French or German to further develop their fluency in their 9th grade year.
- The 8th grade Level 1 World Language class will be parallel to classes at the high school.
- Students will continue to develop their language skills as they progress through levels 1-5/AP.
- Starting a year-long course in the 8th grade will allow students to reach Level 5 or Advanced Placement
 courses by their senior year. Students in an AP World Language course will be eligible to take the
 Advanced Placement exam for college credit.

French 1 Course Description

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the French language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

French 2 Course Description

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. French culture will become a larger focus as students continue to explore the influence that the French have had on the rest of the world.

French 3 Course Description

Students will further develop skills learned in the two previous courses. Classes will mostly be spent conversing in French. Emphasis will be on expression-both written and oral. Students will expand their studies in the areas of grammar, clothes, nature/environment, daily routines, as well as other topics. Studies will deepen the knowledge of French cultures, history, and geography with a particular focus on units over the French Revolution, French Impressionism, and French-speaking cultures. Students will read poetry and some literature while furthering their ability to interpret these selections.

French 4 Course Description

Students will further develop skills learned in the previous three courses. Classes will be conduct almost exclusively in French. Emphasis will be on French expression-both written and oral. Famous French authors will be studied along with the most advanced forms of French grammar. Students will also explore French politics, as well as those of other French-speaking countries. French cinema and French history will also be topics explored during the year.

AP French 5 Course Description

Students, after an in-depth study of French grammar, will focus on Francophone culture, current events, media, film, theatre, and literature. Students will study classic and contemporary Francophone literature and use their language skills, both oral and written, to analyze each selection. This course will be conducted entirely in French.

7th-12th World Language Rationale

In our ever-changing society, students must be prepared to work in a variety of situations within a multi-cultural, multi-lingual community. As communities change, professional expectations change and many jobs will require people who are fluent in a variety of languages. Through the study of another language, students will gain knowledge of other cultures, become aware of cultural differences and similarities and learn about their own culture and society.

Scope and Sequence: French I

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
1	Unit 1	 Subject Pronouns Regular ER Verbs Negation Definite & 	 Greetings/Farewells School Classes & Supplies Likes/Dislikes Numbers to 60 Alphabet/Pronunciation 	 Where French is spoken around the world. Tu & Vous 	 I can introduce myself. I can greet people. I can formulate simple sentences with ER verbs. I can use numbers through 60. I can discuss my likes and dislikes
1	Unit 2	 Etre Avoir Possessive Adjectives (all) Adjective Agreement Prepositions-sur, dans, derrière, devant, sous 	 Adjectives incl. Colors Family Members Leisure Activities 	 Sundays are Family Days Family Law Allocation Familiale 	 I can talk about my family. I can use adjectives correctly. I can explain ownership of items. I can indicate where people and items are located. I can use the verb etre. I can use the verb avoir.
1	Unit 3	 Aller Future Simple Contractions with à, de 	 Places Around Town Restaurant, Food, & Drink Opinions Numbers 60-100, then 1000 Question Words Directions 	 Restaurant etiquette Mealtimes are different Meal structure is different: Breakfast very light, lunch is heaviest meal, dinner is light 	 I can use the verb aller. I can discuss what I will do in the near future. I can order at the restaurant. I can give my opinion. I can count to up to 1000 I can ask and answer questions. I can give and understand directions.

1	Unit 4 • Faire • IR & RE Verbs *Comparatives/Superlatives	Weather/Temperature Calendar *Clothing (Revisit L2	Provinces/Regions in France	 I can talk about the weather. I can talk about the date and time. I can use the verb faire. I can use IR verbs. I can use RE verbs. I can compare and state my preferences.
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Scope and Sequence: French II

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
2	Unit 1	 Present Tense Adjective agreement (BAGS) Asking questions (who, what, when, where, at what time.) Lui and Leur 	*clothing review*Likes/DislikesActivities	Paris and Metro	 I can describe what I wear for different weather and activities. I can ask about, as well as describe myself and others. I can use indirect object pronouns.
2	Unit 2	 Partitive Object Pronouns: le, la, les, y, en Quantities 	Food-FruitsVegetablesMeatsStores	 Cuisine throughout France. Meals Shopping for meals 	 I can talk about differing quantities of food and where to buy them. I can describe which food is popular by region in France. I can shop for items on a grocery list. I can use object pronouns.
2	Unit 3	Reflexive VerbsImperative	Daily routineParts of the bodyIllnessesToiletries	 Health Care Going to the Dr./Pharmacy 	 I can tell you how I get ready in the morning I can tell others what's wrong if I'm sick. I can give advice to someone who isn't feeling well.
2	Unit 4	 Passé composé Avoir Etre Reflexive 	Weekend activities	Popular leisure activities	 I can use both etre and avoir to describe events from the past. Know what French people do in their free time.

Scope and Sequence: French III

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
3	Unit 1	Passé composé (review) Imparfait vs. Passé Composé*	Animals Camping/Safari	Africa- Where they speak French	I can describe where in Africa people speak French. I can talk about animals in French. I can describe animals in the past. I can use the imperfect tense. I can write a story.
3	Unit 2	Subjunctive* Imperative (revisited) Object Pronouns* Vouloir, pouvoir, devoir	House Environment Nature	Saving the Environment	I can use the subjunctive and imperative to talk about protecting the environment. I can describe differing environments. I can use vouloir, pouvoir, and devoir to describe wants and needs.
3	Unit 3	Future* Si Clauses*	Travel Hotel Vocab	Impressionism*	I can describe future plans. I can order tickets and navigate public transportation in a foreign country. I can make hotel reservations. I can identify the history and works of Impressionists.
3	Unit 4	Conditional* Si Clauses * Celui, lequel*	Relationships Social Engagements	Holidays Music Videos Marriage	I can use the conditional tense. I can use demonstrative pronouns. I can discuss family and community.
4/ AP5	Family and Community	Present and complex forms of present*	☐ Preserving the French Community	☐ Adolescent differences	☐ I can discuss social differences☐ I can discuss various cultural

		□ Past structures* □ Complex sentence structures	☐ Adolescents ☐ Friendship ☐ Customs ☐ Social Relations	☐ Holidays ☐ Customs in francophone world	holidays I can use various forms of complex sentences to communicate in French I can clearly identify and correctly use multiple tenses pertaining to topics discussed.
4/ AP5	Contemporary Life	☐ Complex sentence structures ☐ Future tense structures ☐ Adjective development	☐ Family ☐ Friends ☐ Education ☐ hobbies	 □ Rites of passage □ Marketing influences on culture □ Hobbies influencing francophone culture 	 □ I can identify a plethora of customs and rites of passages □ I can discuss complex topics using future forms □ I can discuss complex topics using in depth descriptions □ I can explain differences in educational structures. □ I can understand literature pertaining to rites of passage
4/AP5	Quest of Self	 ☐ Hypothetical sentence structures ☐ Interrogative sentence structures ☐ Negative sentence structures ☐ Passive voice 	 □ Idiomes □ Dialects in francophone cultures □ Slang □ Multiculturalism □ Patriotisme 	 □ Influence of language □ Influence of practices and products in francophone culture □ Role of nationalism in francophone cultures □ Le Petit Prince 	 □ I can determine the influence of language within modern day society □ I can communicate hypothetically using complex structures □ I can discuss the influence of practices, products and perspectives of different francophone cultures

					 □ I can participate in interviews using a variety of interrogative questions and positive/negative answers. □ I can read a novella
4/ AP5	Global Challenges	□ subjunctive uses □ relative pronouns □ object pronouns	□ war □ human rights □ tolerance	☐ history of france: revolution, napoleon, WW2 ☐ Racism in France ☐ Wars in francophone countries	☐ I can understand the effects of major conflicts in war in France ☐ I can discuss effects of war in francophone countries ☐ I can debate effects of racism in francophone countries compared to our own country's history
4/ AP5	Science and Technology	☐ future revisited ☐ passive voice ☐ direct and indirect discourse	□ technology □ science □ social media	□ technology in modern society □ modern day inventions (TGV)	 □ I can discuss how inventions alter our society □ I can discuss how social media affects our society □ I can debate effects of modern day science and technology
4/ AP5	Esthetics	□ study of articles (ex: definite vs indefinite) □ Various grammar to enhance level of discourse	□ cinema □ evolution of "le look" □ influence of art □ influence of architecture	□ cinema □ evolution of "le look" □ influence of art □ influence of architecture	☐ I can evaluate the history of cinema ☐ I can discuss the influence of art in the world ☐ I can discuss the influence of architecture

^{*}Denotes it can be moved.



CONTENT AREA: World Languages

COURSE: World Languages and Cultures

UNIT TITLE: French

DURATION: 5 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Textbook, online materials	BIG IDEA(S): I can greet others and introduce myself. I can count to 70 I can talk about the calendar, time, and weather. I can identify the colors.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 Vocabulary used with Introductions and Greetings 	How do I greet others?
 Understand the difference between "tu" vs "vous" 	How do I count to 70?
Where French is spoken	 How do I talk about the calendar, time, and weather?
Counting, Weather, Calendar	How do I talk about colors?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?						
	Standards, Concepts, Content, Skills, Products, Vocabulary					
REFERENCE/STANDARD <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD			
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	х				
1.2	Students understand and interpret written and spoken language on a variety of topics.	х				
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	х				
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	х				
4.1	Students demonstrate understanding of the nature of	х				

their own. 4.2 Students demonst		comparisons of the language studied and rate understanding of the concept of emparisons of the cultures studied and Greetings, Numbers, Calendar, Weather, Time, Col 1.1, 1.2, 2.1, 3.2, 4.1, 4.2	X lors
		WHAT SHOULD STUDENTS	
UNDERSTAND? Concepts; essential truths that give medideas that transfer across situ Listening and Reading The cultural importance of propintroductions. Using numbers Formal vs Informal Speech	uations.	KNOW? Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY Grammar and Culture Subject pronouns Tu vs Vous Cognates	BE ABLE TO DO? Skills; Products Speaking and Writing Students will be able to talk and write about: Introductions Numbers through 70 Calendar
			WeatherTimeColors
TEACHER INSTRUCTIONAL A		S – STRATEGIES AND METHODS FOR TEACHING AND STUDENT LEARNING TASK	DEARNING DOK TARGET
TEACHER INSTRUCTIONAL AV		STUDENT LEARNING TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos, and audio tracks.		 Answering questions based on listening exercises. 	1-4
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
ELA: Grammar, Speech, Parts of	f Speech	Prench and English share many cognates	② How is language structured differently in English and French?

HOW D	O WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Listening exercises Reading exercises with comprehension questions Cultural questions Speaking scenarios 	Both	1-4
HOW WILI	L WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Extended help during Intervention Time Reteach in small groups in class Additional instructional videos 	Recorded practice onlineWhat additional instructional videos	1-4
HOW WILL V	VE RESPOND IF STUDENTS HAVE ALREADY LEARNED Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Watch YouTube channels in target language. (BBC, Duolingo) Read articles about French culture and history 	2 Learn numbers 1-100	1-4

		Stra	nd: Culture
			Topic:
			Level 1
Score 4.0	In a	 Addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures. In addition to score 3.0 performance, in-depth inferences 	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	and applications with partial success.	
Score 3.0	• (can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
		partial knowledge of the 3.0 content.	
Score 2.0	detail	e are no major errors or omissions regarding the simpler ils and processes as the student: recognizes cultural differences recognizes ways that cultural differences are manifested ever, the student exhibits major errors or omissions rding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score 1.0	deta	help, a partial understanding of some of the simpler ils and processes and some of the more complex ideas and esses.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

Strand: Writing
Topic:
Grade: Level 1

Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities			
4.0	 that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures. 	Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.			
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.				
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life 			
	The student exhibits no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.				
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt 			
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.				
Score 1.0	 can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with 				

	significant errors and/or omissions.					
	 Not familiar with the appropriate use of register. 					
	With help, a partial understanding of some of the simpler details					
	and processes and some of the more complex ideas and processes.					
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.					
Score 0.0	Even with help, no understanding or skill demonstrated.					
	Strand: Language Usage and Syntax					
		Topic: Level 1				
Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities				
4.0	that go beyond what was taught.	Open-ended assignment requiring the structure in several different				

				ateataa
	can evaluate the rules and grammar topics of specific			situations
		concepts and cross list it with their native language.		Make a lesson plan teaching the concept
	3.5	In addition to score 3.0 performance, in-depth inferences		
		and applications with partial success.		
Score	The s	student:	•	Answer questions which require target structure
3.0	• ;	apply target structure in guided situations as necessary	•	Produce target structure in directed activities
		can appropriately apply different parts of language in a sentence		
	The	student exhibits no major errors or omissions.		
	2.5	apply target structure in constrained situation	•	Completing examples from a given set of choices
		 interpret the meaning of target structure 		
Score	Ther	e are no major errors or omissions regarding the simpler	•	Marking the target structure in a paragraph
2.0	deta	ils and processes as the student:	•	Define vocabulary
	can identify different parts of language			,
	However, the student exhibits major errors or emissions			
	However, the student exhibits major errors or omissions			
	regarding the more complex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or		
	1	omissions regarding the 3.0 content.		
Score	With help, a partial understanding of some of the simpler details			
1.0	and processes and some of the more complex ideas and			
	processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

Strand: Speaking			
	Topic:		
	Level 1		
Score In addition to Score 3.0, in-depth inferences and applications that go beyond what		Sample Activities	
4.0	was taught.	Answers level 3 questions along with additional	
	Can initiate speech spontaneously on familiar topics	words that were not taught	
	Can apply new vocabulary to the topic	-	

	Can extrapolate on various topics.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) The student exhibits no major errors or omissions.	 Introduction of self or other Explain likes, dislikes Respond to interview
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • can respond to specific questions in formulaic ways	Memorized dialogue or answers to questions
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading				
	Topic:				
	Level 1				
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities			
4.0	was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 			

	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	 The student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression 		•	Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
		student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:			Literal recall questions
	interpret text literally			
	pick out specific details from text			
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With	help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

	Strand: Listening Comprehension			
	Topic:			
	Level 1			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities		
4.0	was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 		

	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Score The student can:		•	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The s	student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score	There	e are no major errors or omissions regarding the simpler details and processes	•	literal recall questions
2.0	as the student:			
		nterpret selection literally		
	1	pick out specific details from selection		
		ever, the student exhibits major errors or omissions regarding the more plex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With	help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		



CONTENT AREA: French	UNIT TITLE: Greetings, Conjugation, Numbers
COURSE: LEVEL 1	UNIT DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
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Textbook	I can use subject pronouns and verbs as basic building blocks for
YouTube.com	sentences in French.
Web Based Documents	I can introduce and talk about myself.
Quizlet.com	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Vocabulary used with introductions and greetings	Can I introduce myself?
Making a simple sentence with a set group of verbs	Can I greet people?
 Understand the difference between "tu" vs "vous" 	 Can I formulate simple sentences with ER verbs?
Where French is spoken around the world	Can I use numbers through 60?
Counting	Can I discuss my likes and dislikes?
Vocabulary surrounding school supplies	

Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Х		
1.2	Students understand and interpret written and spoken language on a variety of topics.	Х		
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Х		
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Х		
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Х		
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Х		
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Х		

Unit 1	Greetings, ER Verbs, Numbers 0-60				
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2				
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/MLS/NGSS				
		WH	AT SHOULD STUDENTS		
UNDERSTA	UNDERSTAND? KNOW? BE ABLE TO DO?				
Concepts; essential truths that g	ive meaning to the topic;	Facts,	Names, Dates, Places, Information,	Skills; Products	
ideas that transfer acı	ross situations.		ACADEMIC VOCABULARY		
Listening and F	Reading		Grammar and Culture	Speaking and Writing	
The cultural importance	of proper greetings and	• Subj	ject pronouns	Students will be able to talk and write about:	
introductions.		 Reg 	ular 'er' verbs	introductions	
 How to communicate at 	bout items within the	• Ne	.pas	 simple sentences with er verbs 	
classroom.			nite & Indefinite Articles	• numbers through 60	
 Forming simple sentence 	es in affirmative and	· · · · · · · · · · · · · · · · · · ·	junctions	 likes and dislikes 	
negative		• Iuv	rs Vous		
Using numbers					
Formal vs Informal Speech					
	FACILITATING ACTIV	VITIES – STRAT	TEGIES AND METHODS FOR TEACHING A	ND LEARNING	
TEACHER INSTRUCTIONAL ACTIVITY			STUDENT LEARNING TASK	DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
				4=Extended Thinking)	
 Listening to the teacher 	r, each other, videos, and	• Ans	wering questions based on listening	1-3	
audio tracks.		exe	rcises.		
INTERDISCIPLINARY	CONNECTION	PRIC	OR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS	
 ELA: Grammar, Speech, 	Parts of Speech	Part	s of Speech	How is language structured differently in	
				English and French?	
		W DO WE KNO	NAVAGUAT CTUDENTS HAVE LEADIED?		
ACCECCATE		W DO WE KNO	DW WHAT STUDENTS HAVE LEARNED?	DOV TARCET	
ASSESSIME	ENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
a listania avant			D-4h	4=Extended Thinking)	
Listening exercises			Both	1-4	
Writing a paragraph					
Reading exercises with a	Reading exercises with comprehension questions				

_		
Cultural questions		
 Speaking scenarios 		
HOW	WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED	?
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Extended help during Intervention Time	Recorded practice online	1-4
Reteach in small groups in class	What additional instructional videos	
Additional instructional videos		
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEARN	FD?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Watch YouTube channels in target language.	Learn numbers 1-100	1-4
Read French articles		
(BBC, Duolingo)	- Learn Humbers 1 100	

PROFICIENCY SCALES FOR THIS STANDARD

	Strand: Culture		
Topic: Greetings, Conjugation, Numbers			
	Level 1		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	was taught.	 Can discuss ways cultural differences inform behaviors 	

0.0	20011		
Score	0.5 Even w	With help, a partial understanding of the 2.0 content, but not the 3.0 content. with help, no understanding or skill demonstrated.	
1.0		of the more complex ideas and processes.	
Score	I	elp, a partial understanding of some of the simpler details and processes and	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
		ex ideas and processes.	
	Howev	ver, the student exhibits major errors or omissions regarding the more	
	•	recognizes ways that cultural differences are manifested	
2.0	as the	recognizes cultural differences	Recall cultural topic information discussed in class
Score 2.0		are no major errors or omissions regarding the simpler details and processes student:	List differences between native and target cultures Recall cultural tanks information discussed in class
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The stu	udent exhibits no major errors or omissions.	
	an	nother culture	in one culture but not in another.
	ui:	Cite evidence as to how practices, products and perspectives are used in	certain behaviors would be or not be acceptable/appropriate
	die	Develop a logical argument on why the practices, products and perspectives scussed may work or not work in another culture.	in that countryUsing evidence in class discussion, hypothesize why
	cu	ltures	Create a pamphlet/booklet on helpful hints for a traveler
3.0	•	Can compare and contrast practices, products and perspectives from different	cultural community
Score	The stu	•	Compare and contrast target culture with native or other
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	•	Critique the ideas of the topic taught by applying concepts from other cultures.	 Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	•	Create a cultural representation of the topic applied in our own culture.	and language

	Strand: Writing		
Topic: Greetings, Conjugation, Numbers			
	Grade: Level 1		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	was taught.		
	 can form complete and complex sentences/thoughts. 		

	can expand their thoughts in a variety of sentence structures.	
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
Score 2.0	 the 3.0 content. Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score	•	can form sentences with significant errors and/or omissions.			
1.0	 can create sentences from a guided prompt with significant errors and/or 				
		omissions.			
	•	 Not familiar with the appropriate use of register. 			
	With h	With help, a partial understanding of some of the simpler details and processes and			
	some of the more complex ideas and processes.				
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score	Even with help, no understanding or skill demonstrated.				
0.0					

	Strand: Speaking		
	Topic: Greetings, Conjugation, Num	nbers	
	Level 1		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	was taught.		
	Can initiate speech spontaneously on familiar topics		
	Can apply new vocabulary to the topic		

	Can extrapolate on various topics.	
	Call extrapolate on various topics.	
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and ap with partial success.	plications
Score	The student:	Introduction of self or other
3.0	 Uses complete sentences to respond appropriately on familiar to Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity 	pics • Explain likes, dislikes • Respond to interview
	 Uses current thematic vocabulary along with previous thematic v Uses proper grammar in line with current topics learned (past an The student exhibits no major errors or omissions. 	•
	2.5 No major errors or omissions regarding 2.0 content and partial k the 3.0 content.	nowledge of
Score	There are no major errors or omissions regarding the simpler details and	processes • Memorized dialogue or answers to questions
2.0	as the student:	
	O can respond to specific questions in formulaic ways	
	However, the student exhibits major errors or omissions regarding the r complex ideas and processes.	nore
	1.5 Partial knowledge of the 2.0 content, but major errors or omission the 3.0 content.	ns regarding
Score	With help, a partial understanding of some of the simpler details and pr	ocesses and
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the	e 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading				
	Topic: Greetings, Conjugation, Numbers			
	Level 1			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities		
4.0	was taught.			
	Student can: judge meaning of unfamiliar vocabulary from context clues			

			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The sto	udent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are no major errors or omissions regarding the simpler details and processes	Literal recall questions
2.0	•	student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

Strand: Listening Comprehension				
	Topic: Greetings, Conjugation, Numbers			
	Level 1			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities		

	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret selection literally • pick out specific details from selection However, the student exhibits major errors or omissions regarding the more		literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	with help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
Score 0.0	0.5 Even v	With help, a partial understanding of the 2.0 content, but not the 3.0 content. with help, no understanding or skill demonstrated.	



CONTENT AREA: French	UNIT TITLE: Family, Adjectives, Être, Avoir
COURSE: LEVEL 1	UNIT DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):	
 Textbook 	I can talk about my family.	
YouTube.com	I can describe people.	
Web Based Documents	I can explain ownership of items.	
Quizlet.com	I can indicate where people and things are.	
	I can conjugate être and avoir.	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:	
 French cultural understanding of family is different than American perception 	Can I talk about my family?	
of family.	Can I use adjectives?	
 Irregular verbs have their own conjugation patterns which are different than 	Can I explain ownership of items?	
ER verbs.	Can I indicate where people and items are located?	
Adjective placement is different in French than it is in English.	• Can I use the verb être?	
Explaining ownership depends on gender of the item, not the person who	Can I use the verb avoir?	
owns it.		

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? Standards, Concepts, Content, Skills, Products, Vocabulary			
		D	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	X	
1.2	Students understand and interpret written and spoken language on a variety of topics.	х	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	х	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	х	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	х	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.		х
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	х	

4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		х
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	х	

Unit 2	Être, Avoir, Adjectives,	Family, Prepositions	
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.	1, 2.2, 3.1, 3.2, 4.1, 4.2	
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTA	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that <u>c</u> ideas that transfer ac	• •	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	Skills; Products
Listening and	Reading	Grammar and Culture	Speaking and Writing
Students will be able to read about identify: Family members Description of people. Ownership of items. Where people and things Être and avoir.	are.	 Grammar Conjugations for être and avoir Possessive adjectives: mon, ma, mes and ton, ta, tes How to make adjectives agree in number and gender The prepositions sur, dans, derrière, devant, and sous. Colors Family members Leisure activities Culture Sundays are family days Family law Allocation familiale VITIES – STRATEGIES AND METHODS FOR TEACHING AND 	 Students will be able to speak and write about: their family describing people. explaining ownership of items. indicating where people and things are. conjugating être and avoir.
TEACHER INSTRUCTION	DOK TARGET		
TEACHER INSTRUCTION	JNAL ACTIVITY	STUDENT LEARNING TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Listening to the teacher, 	each other, videos, and	 Answering questions based on listening 	1: Students can list family members.

audio tracks.	ехе	rcises.	2: Students can describe their family members and describe what they like to do. 2: Students can describe their house, their room, and their possessions. 3: Students seek appropriate, new target
			vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.
INTERDISCIPLINARY CONNECTION		OR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
ELA: Grammar, Speech, Parts of Speech	• Part	s of Speech	 How is language structured differently in English and French?
НО	W DO WE KNO	W WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Listening exercises Writing a paragraph Reading exercises with comprehension questions Cultural questions Speaking scenarios Create a family album 		Both	1: Students can list family members. 2: Students can describe their family members and describe what they like to do. 2: Students can describe their house, their room, and their possessions. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.
HOW		DND IF STUDENTS HAVE NOT LEARNED?	
	P	ossible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY		STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
Extended help during Intervention Time	Recorded practice online	1: Students can list family members.
Reteach in small groups in class	 What additional instructional videos 	2: Students can describe their family members and
Additional instructional videos		describe what they like to do.
		2: Students can describe their house, their room,
		and their possessions.
		3: Students seek appropriate, new target
		vocabulary to make their language more
		interesting, and less formulaic.
		4: Students can apply conjugation patterns and
		adjective agreement to novel vocabulary.
HOW WIL	L WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?	?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
 Watch YouTube channels in target language. (BBC, 	 Identify unfamiliar items as either masculine 	1: Students can list family members.
Duolingo)	or feminine using their possessive adjective.	2: Students can describe their family members and
 Read French articles 	 I Spy activity using prepositions and 	describe what they like to do.
	adjectives to point out items	2: Students can describe their house, their room,
		and their possessions.
		3: Students seek appropriate, new target
		vocabulary to make their language more
		interesting, and less formulaic.
		4: Students can apply conjugation patterns and
		adjective agreement to novel vocabulary.

		Strand: Culture	
		Topic: Family, Adjectives, Être, Av	oir
	1	Level 1	
Score	In ad	ldition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	•	was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	e cu di e ar	Can compare and contrast practices, products and perspectives from different ultures Develop a logical argument on why the practices, products and perspectives scussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in nother culture udent exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the Howe	are no major errors or omissions regarding the simpler details and processes student: recognizes cultural differences recognizes ways that cultural differences are manifested ver, the student exhibits major errors or omissions regarding the more lex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	 List differences between native and target cultures Recall cultural topic information discussed in class
	10001 1	the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Family, Adjectives, Être, A	voir
Caana	Grade: Level 1	Commis Astinities
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Sample Activities
	can expand their thoughts in a variety of sentence structures.	 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. However, the student exhibits major errors or omissions regarding the more	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
	complex ideas and processes.	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	•	can form sentences with significant errors and/or omissions.	
1.0	•	can create sentences from a guided prompt with significant errors and/or	
		omissions.	
	•	Not familiar with the appropriate use of register.	
		elp, a partial understanding of some of the simpler details and processes and fithe more complex ideas and processes.	
			-
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even w	ith help, no understanding or skill demonstrated.	
0.0			

	Strand: Speaking	
	Topic: Family, Adjectives, Être, A	voir
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity 	 Introduction of self or other Explain likes, dislikes Respond to interview
	 Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) The student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of 	
	the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways	Memorized dialogue or answers to questions
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: Family, Adjectives, Être, A	voir
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehensio	n
		Topic: Family, Adjectives, Être, Av	oir
	•	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	with partial success.	
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • Howev	are no major errors or omissions regarding the simpler details and processes student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	



CONTENT AREA: French

COURSE: Level 1

UNIT TITLE: Around Town, Restaurants, Questions

UNIT DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
Textbook	 I can talk about what is happening in the immediate future.
YouTube.com	 I can talk about going to places around town.
Web Based Documents	 I can ask for and give directions to places around town.
Quizlet.com	I can order at restaurant.
	I can use numbers up to 1,000.
	I can ask and answer questions in French.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Restaurant culture, mealtimes, and meal structure are different in France	 Can I talk about what is happening in the immediate future?
than in the United States.	 Can I ask for and give directions to places around town?
	Can I order at restaurant?
	Can I use numbers up to 1,000?
	Can I ask and answer questions in French?

	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD		
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	х			
1.2	Students understand and interpret written and spoken language on a variety of topics.	х			
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	х			
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	х			
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	х			

3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.		Х
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	х	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		х
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	х	
5.1	Students use the language both within and beyond the school setting	Х	

Unit 3	Aller, Forming Questions	s, Around Town, Café, Numbers 60-100	
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1,2.3,3.1, 3.2, 4.1, 4.2,5.1		
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTA	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer ac	ross situations.	ACADEMIC VOCABULARY	
Listening and I	Reading	Grammar and Culture	Speaking and Writing
Students will be able to read about o identify: Places around town Café scenes Numbers 60-100 Question words Directions Aller	out or listen to scenarios	Grammar ■ Aller ■ Contractions with à and de ■ Aller + infinitive Culture ■ Restaurant etiquette ■ Mealtimes and structures	Students will be able to speak and write about: Places around town Café scenes Numbers 60-100 Question words Directions Aller

FACILITATING ACTIV	/ITIES – STRATEGIES AND METHODS FOR TEACHING A	ND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos, and audio tracks.	 Answering questions based on listening exercises. Eating at a French restaurant. 	1: Students can list question words, places around town, infinitives, and menu items. 2: Students can form complete sentences about places in town as well as order food in a restaurant. 2: Students can follow as well as give directions to a place in town. 2: Students can infer questions from answers given. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply patterns to use novel vocabulary.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
ELA: Grammar, Speech, Parts of Speech	Parts of Speech	How is language structured differently in English and French?

	HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Listening exercises Writing a paragraph Reading exercises with comprehension questions Cultural questions Speaking scenarios Café skit 	Both	1: Students can list question words, places around town, infinitives, and menu items. 2: Students can form complete sentences about places in town as well as order food in a restaurant. 2: Students can follow as well as give directions to a place in town. 2: Students can infer questions from answers given. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply patterns to use novel
		vocabulary.
н	OW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED Possible Interventions	o?
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Extended help during Intervention Time Reteach in small groups in class Additional instructional videos 	 Recorded practice online What additional instructional videos 	1: Students can list question words, places around town, infinitives, and menu items. 2: Students can form complete sentences about places in town as well as order food in a restaurant. 2: Students can follow as well as give directions to a place in town. 2: Students can infer questions from answers given. 3: Students seek appropriate, new target vocabulary to make their language more

		interesting, and less formulaic. 4: Students can apply patterns to use novel vocabulary.
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEARN Possible Extensions/Enrichments	ED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Watch YouTube channels in target language. (BBC, Duolingo) Read French articles 	 Create a menu Create a map of a town labeled in French 	1: Students can list question words, places around town, infinitives, and menu items. 2: Students can form complete sentences about places in town as well as order food in a restaurant. 2: Students can follow as well as give directions to a place in town. 2: Students can infer questions from answers given. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply patterns to use novel vocabulary.

		Strand: Culture	
		Topic: Around Town, Restaurant, Que	stions
		Level 1	
Score	In add	lition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	•	was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	cult • disc • and	dent: Can compare and contrast practices, products and perspectives from different tures Develop a logical argument on why the practices, products and perspectives cussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in other culture dent exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the s Howeve	re no major errors or omissions regarding the simpler details and processes student: recognizes cultural differences recognizes ways that cultural differences are manifested er, the student exhibits major errors or omissions regarding the more x ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	 List differences between native and target cultures Recall cultural topic information discussed in class
		the 3.0 content.	
	Score With help, a partial understanding of some of the simpler details and processes and		
1.0		f the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	ith help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Around Town, Restaurant, Que	estions
	Grade: Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • can form complete and complex sentences/thoughts. • can expand their thoughts in a variety of sentence structures.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0		can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even w	ith help, no understanding or skill demonstrated.

	Strand: Speaking	
	Topic: Around Town, Restaurant, Que	estions
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) The student exhibits no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Introduction of self or other Explain likes, dislikes Respond to interview
Score	the 3.0 content. There are no major errors or omissions regarding the simpler details and processes	Memorized dialogue or answers to questions
2.0	as the student: O can respond to specific questions in formulaic ways However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: Around Town, Restaurant, Que	estions
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The student exhibits no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	
	the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehensio	n
		Topic: Around Town, Restaurant, Que	estions
		Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	with partial success.	
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening lection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the Howev	are no major errors or omissions regarding the simpler details and processes student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	I	nelp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	



CONTENT AREA: French UNIT TITLE: Calendar, Weather, Faire, IR and RE Verbs

COURSE: Level 1 UNIT DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 Textbook 	 I can talk about date, weather, and time.
YouTube.com	 I can talk about activities I do throughout the year.
Web Based Documents	 I can give my opinion in comparisons and superlatives.
Quizlet.com	I can use faire, IR, and RE verbs.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 France is known for specialties and attractions by province. 	Can I talk about date, weather, and time?
 There are three major groups of verbs with regular conjugation patterns: 	 Can I talk about activities I do throughout the year?
ER, IR, and RE.	 Can I give my opinion in comparisons and superlatives?
Many activities use the irregular verb faire.	Can I use faire, IR, and RE verbs?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
	Standards, Concepts, Content, Skills, Products, Vocabulary		
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	X	
1.2	Students understand and interpret written and spoken language on a variety of topics.	Х	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Х	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Х	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	х	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.		х

3.2	Students acquire information and recognize the distinctive viewpoints that are only available through	х	
	the foreign language and its cultures.		
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		х
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	x	

Calendar, Weather, Faire, IR and RE Verbs, Comparative/Superlative

Unit 4

REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1	,2.3,3.1, 3.2, 4.1, 4.2	
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTA		KNOW?	BE ABLE TO DO?
Concepts; essential truths that g ideas that transfer ac	ross situations.	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	Skills; Products
Listening and I	Reading	Grammar and Culture	Speaking and Writing
Students will be able to read about or listen to scenarios to identify: Clothing Activities Comparative/Superlative IR and RE verbs Faire		Grammar	 Students will be able to speak and write about: Clothing Activities Activities they like better (comparative) and best (superlative) IR and RE verbs Faire

FACILITATING ACTIV	/ITIES – STRATEGIES AND METHODS FOR TEACHING A	AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos, and audio tracks.	Answering questions based on listening exercises.	1: Students can list calendar and weather vocabulary as well as IR and RE infinitives. 2: Students can form complete sentences about the date and weather as well as what activities they prefer to do at different times of the year. 2: Students can form complete sentences using IR and RE verbs. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
ELA: Grammar, Speech, Parts of Speech	Parts of Speech	How is language structured differently in English and French?
HO	N DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Listening exercises Writing a paragraph Reading exercises with comprehension questions Cultural questions Speaking scenarios 	Both	1: Students can list calendar and weather vocabulary as well as IR and RE infinitives. 2: Students can form complete sentences about the date and weather as well as what activities they prefer to do at different times of the year.

HOW	/ WILL WE RESPOND IF STUDENTS HAVE NOT LEARNI	2: Students can form complete sentences using IR and RE verbs. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Extended help during Intervention Time Reteach in small groups in class Additional instructional videos 	Recorded practice online What additional instructional videos	1: Students can list calendar and weather vocabulary as well as IR and RE infinitives. 2: Students can form complete sentences about the date and weather as well as what activities they prefer to do at different times of the year. 2: Students can form complete sentences using IR and RE verbs. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Watch YouTube channels in target language. (BBC, Duolingo) Read French articles 	 Tell which activities are best suited to each season and types of weather Create a map of a particular province or region of France 	1: Students can list calendar and weather vocabulary as well as IR and RE infinitives. 2: Students can form complete sentences about the date and weather as well as what activities they prefer to do at different times of the year. 2: Students can form complete sentences using IR and RE verbs. 3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic. 4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.	

		Strand: Culture	
		Topic: Calendar, Weather, Faire, IR and I	RE Verbs
	_	Level 1	
Score	In add	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	•	was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	
		with partial success.	
Score 3.0	cul dis and	Can compare and contrast practices, products and perspectives from different litures Develop a logical argument on why the practices, products and perspectives cussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in other culture ident exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 List differences between native and target cultures Recall cultural topic information discussed in class
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	core With help, a partial understanding of some of the simpler details and processes and		
1.0			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Score Even with help, no understanding or skill demonstrated.		

	Strand: Writing	
	Topic: Calendar, Weather, Faire, IR and	RE Verbs
	Grade: Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	•	Not familiar with the appropriate use of register.
	With h	elp, a partial understanding of some of the simpler details and processes and
	some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score	Even with help, no understanding or skill demonstrated.	
0.0		

	Strand: Speaking	
	Topic: Calendar, Weather, Faire, IR and	RE Verbs
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) The student exhibits no major errors or omissions. 	 Introduction of self or other Explain likes, dislikes Respond to interview
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways However, the student exhibits major errors or omissions regarding the more	Memorized dialogue or answers to questions
	complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: Calendar, Weather, Faire, IR a	nd RE Verbs
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The student exhibits no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	
	the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more	Literal recall questions
	complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content	t.
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehensio	n
		Topic: Calendar, Weather, Faire, IR and	RE Verbs
		Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
		udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • Howev	are no major errors or omissions regarding the simpler details and processes student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		nelp, a partial understanding of some of the simpler details and processes and	
1.0	-	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	



CONTENT AREA: French UNIT TITLE: Paris/Metro, Travel, Clothing

COURSE: Level 2 DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 YouTube.com Web Based Documents Quizlet.com Textbook 1jour1actu Scholastic magazines 	 I can describe what I wear for different weather and activities. I can go into a store and ask to try things on, pay for the items, and describe what I want. I can ask about, as well as describe myself and others. I can use indirect object pronouns (lui and leur). I can use adjective agreement correctly. I know when to put the adjective before the noun. I know how to use the metro if I were in France.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Vocabulary used in talking about clothing.	Can I describe what I wear for different weather and activities?
 Vocabulary used to talk about activities. 	Can I ask about, as well as describe myself and others?
 Using the metro in Paris. 	Can I use indirect object pronouns?
 Vocabulary required to ask questions: who, what, when, where and at 	Can I use adjectives correctly?
what time.	 Do I know when and how to make the adjective agree with the noun?
Describing clothing	Can I use the metro if I were in France?
	Can I ask questions using who, what, when and where?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING
i.e. GLE/CLE/MLS/NGSS			STANDARD
1.1a, 1.1b, 1.3a, 1.3b, 4.1b,	Speaking: Students will speak about clothing and travel	Х	
4.1c, 4.1e, 5.1b			
1. 1a, 1.1b, 1.2a, 1.2b, 1.2c,	Listening: Students will listen to conversations about clothing and travel	Х	
1.3b, 1.3c, 4.1d			
1.2a, 1.2b, 1.2c, 2.2b, 3.2a,	Reading: Students will read about clothing and travel	Х	
4.1d			

1.3a, 1.3b, 4.1b, 4.1c, 5.1b	Writing: Students will write about clothing and travel	Х	
2.1b, 2.1c, 2.1d, 3.2b, 4.2b,	Culture: Students will discuss products, practices and perspectives about clothing and travel	Х	
4.2c			

Unit 1		
REFERENCES/STANDARDS • 1.1a, 1.1b, 1.3a	. 1.3b, 2.1b, 2.1c, 2.1d, 3.2b, 4.2b, 4.2c, 5.1b	
i.e. GLE/CLE/MLS/NGSS		
	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer across situations.	ACADEMIC VOCABULARY	
Recognizing and understanding all basic verbs	Using the metro	Describe what they are wearing.
(er, ir, re, avoir, être, faire and aller) and	Lui and leur	 Ask for things at a store.
conjugations in speech.	Who, what, when, where, and at what time.	Describe themselves to others (likes,
 Understand what a person is asking in different 	 Present tense verbs 	dislikes and clothing).
situations at a store (who, what, when, where,	Adjective agreement	 Use indirect object pronouns.
and at what time).	 BAGS - adjectives that go before the noun 	I can make plans and ask questions about
 Understanding a conversation between two 	 Present tense verbs: er, ir, re, avoir, être, 	the plans.
people about likes, dislikes, describing	faire, aller	
themselves and clothing.		
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended
	6. 1	Thinking)
Teacher will give notes, videos, and exercises	Students will watch videos, and do practice	Level 1: Recall vocabulary
helping students understand when and how to	work (speaking and written exercises) on	Level 2: Apply concepts
use lui and leur in phrases and conversations.	how to use lui and leur in a phrase and	Level 3: Evaluate and associate ideas learned
Teacher will give notes, videos and exercises to	conversation.	Level 4: Analyze information from unit and
help students understand when and how to use	Students will watch videos, and do practice	synthesize information from topics past and other
adjectives that go before the noun and	work (speaking and written exercises) on	curriculums

adjective agreement. Teacher will give opportunities to practice using the present tense through activities (speaking, writing, and reading). Teacher will show and instruct students how to use the metro in Paris. INTERDISCIPLINARY CONNECTION Grammar, Speech, Geography	how to use adjectives that noun, and adjective agree and conversation. Students will watch video work (speaking and written how to use the present ten and conversation. Students will demonstrate one place to the other in the map. PRIOR KNOWLEDGE CONITION OF Present tense verbs How to buy things at a cafen Basic sentence formation Weather and activities	ment in a phrase s, and do practice en exercises) on nse in a phrase e how to get from the metro using a NECTIONS	INQUIRY CONNECTIONS • How is France different from the US in Fashion?	
	HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	DN	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Students will be assessed on their ability to correct using the following concepts: Present tense verbs Lui and leur Adjectives - putting them in the right place They will be assessed on their ability to write converted the chapter (clothing, question words etc) They will be assessed on how to use the Metro in It 	e and using agreement. versations using the vocabulary in	Both	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
Possible Interventions			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET	
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
AIP/Intervention time	 Practice with recording, or exercises posted 	Level 1: Recall vocabulary	
 Tutoring 	online.	Level 2: Apply concepts	
 Retake assessments 	Stay after school	Level 3: Evaluate and associate ideas learned	
 Additional instructional videos 	Come in during AIP	Level 4: Analyze information from unit and	
 Reteaching in class or during AIP 	 Watch instructional videos on the topic they 	synthesize information from topics past and other	
	are missing.	curriculums	
	 Come in to retake a test. 		
	Do a review		
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED)?	
	Possible Extensions/Enrichments		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET	
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Travel to France with students next year and use	 Travel to France with me next year and use 	Level 1: Recall vocabulary	
the real metro.	the real metro.	Level 2: Apply concepts	
 Read magazine articles 	 Read magazine articles 	Level 3: Evaluate and associate ideas learned	
Watch Youtube videos	Watch Youtube videos	Level 4: Analyze information from unit and	
Do an activity	 Various activities practicing 	synthesize information from topics past and other	
Play the Metro game		curriculums	

		Strand: Culture	
		Topic:	
		Level 2	
Score 4.0	In a	Addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Sample Activities
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu	Can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed ay work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another lture udent exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		t: recognizes cultural differences recognizes ways that cultural differences are manifested er, the student exhibits major errors or omissions regarding the more complex ideas	 List differences between native and target cultures Recall cultural topic information discussed in class

	1.5	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0				
		content.				
Score 1.0	With he	With help, a partial understanding of some of the simpler details and processes and some of				
	the mor	the more complex ideas and processes.				
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.				
Score 0.0	Even wi	th help, no understanding or skill demonstrated.				

	Strand: Writing	
	Topic:	
	Grade: Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what we taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	vas Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. Open-ended assignment requiring the structure in several different situations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with success.	partial
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the currer topic. Can effectively use appropriate thematic vocabulary: old and new apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. apply target structure in constrained situation 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life can appropriately apply different parts of language in a sentence
	 interpret the meaning of target structure 	
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex id and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. Ip, a partial understanding of some of the simpler details and processes and some of the complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Speaking			
	Topic:			
	Level 2			
Score 4.0	 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics. Can employ communicative negotiation strategies 	Sample Activities		
		 Answers level 3 questions along with additional words that were not taught Open-ended assignment requiring the structure in several different situations Circumlocution 		
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. 2.5 apply target structure in constrained situation	 Introduction of self or other Explain likes, dislikes Respond to interview can appropriately apply different parts of language in a sentence 		
	 interpret the meaning of target structure 			
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • can respond to specific questions in formulaic ways • can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Memorized dialogue or answers to questions Marking the target structure in a paragraph Define vocabulary 		

	1.5	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0				
		content.				
Score 1.0	With he	With help, a partial understanding of some of the simpler details and processes and some of				
	the mor	the more complex ideas and processes.				
	0.5	.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.				
Score 0.0	Even wi	th help, no understanding or skill demonstrated.				

		Strand: Reading	
		Topic:	
		Level 2	
Score 4.0		ion to Score 3.0, in-depth inferences and applications that go beyond what was taught. can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	dent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence dent exhibits no major errors or omissions.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text • can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 Literal recall questions Marking the target structure in a paragraph Define vocabulary
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		lp, a partial understanding of some of the simpler details and processes and some of e complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Listening Comprehension		
	Topic:		
	Level 2		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities	
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	 The student can: comprehend main idea and details on familiar topics from a listening selection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart 	
	 apply target structure in constrained situation interpret the meaning of target structure. 		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret selection literally • pick out specific details from selection • can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 literal recall questions Marking the target structure in a paragraph Define vocabulary 	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0			
		content.			
Score 1.0	With he	p, a partial understanding of some of the simpler details and processes and some of			
	the more	the more complex ideas and processes.			
	0.5	.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0	Even wit	th help, no understanding or skill demonstrated.			



CONTENT AREA: French UNIT TITLE: French Cuisine

COURSE: Level 2 DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 YouTube 	 I can talk about differing quantities of food and where to buy them.
Text Materials	I can buy food from a store.
Online Articles	I can describe which food is popular by region in France.
 Various Books/Magazines 	I can shop for items on a grocery list.
Online Videos	I can use object pronouns.
UNESCO World Heritage Site	I can use quantities.
Duolingo	
NDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Ordering food in a store.	 Can I talk about food and quantities of food.
 Reading a grocery list and being able to go get those things at the store. 	Can I describe different types of popular food in France.
Cuisine throughout France.	Can I compare and contrast how French people shop and eat.
Ordering from a menu.	 Can I shopping for food from a grocery list.
	Can I use object pronouns correctly.
	Can I use Partitive articles correctly.

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?							
	Standards, Concepts, Content, Skills, Products, Vocabulary						
REFERENCE/STANDARD	MAJOR STANDARD	SUPPORTING					
i.e. GLE/CLE/MLS/NGSS			STANDARD				
1.1a, 1.1b, 1.2b, 1.2c, 1.3b, 4.1b, 4.1c,	Speaking: Students will speak surrounding topics of French cuisine	х					
4.1d, 5.1b							
1.3b, 1.3c, 4.1b, 4.1c, 4.1d, 5.1b, 5.2c	Writing: Students will write surrounding topics of French cuisine	X					
1.2b, 1.2c, 3.2a, 4.1b, 4.1c, 4.1d, 5.2c	Reading: Students will read surrounding topics of French cuisine	Х					
1.1b, 1.2b, 1.2c, 3.1c, 5.2c	Listening: Students will listening surrounding topics of French cuisine	х					
2.1b, 2.1c, 2.1d, 2.2b, 3.1c, 4.2b, 4.2c,	Culture: Students will discover products, practices and perspectives on topics of	х					
5.2c	French cuisine						

Unit 2: French Cuisine							
REFERENCES/STANDARDS	• 1.1a, 1.1b, 1.2b, 1.2c	2c, 1.3b	o, 1.3c, 2.1b, 2.1c, 2.1d, 2.2b, 3.1c, 3.2a, 4.1b, 4.2	1c, 4.1d, 4.2b, 4.2c, 5.1b, 5.2c			
i.e. GLE/CLE/MLS/NGSS							
	WHAT SHOULD STUDENTS						
UNDERSTAN	D?		KNOW?	BE ABLE TO DO?			
Concepts; essential truths that giv	re meaning to the topic;	F	acts, Names, Dates, Places, Information,	Skills; Products			
ideas that transfer acro	ss situations.		ACADEMIC VOCABULARY				
 Ordering food in a store. 		•	Quantities	Talking about food and quantities of			
 Reading a grocery list and 	l being able to go get	•	Object pronouns	food.			
those things at the store.		•	Partitive articles	 Describing types of popular food in 			
 Cuisine throughout France 	e.	•	Food vocabulary	France.			
 Ordering from a menu. 		•	Specialty stores	 Compare and contrast how French 			
				people shop and eat.			
				 Shopping for food from a grocery list. 			
				 Using object pronouns correctly. 			
				 Using Partitive articles correctly. 			
	FACULTATING ACTIVITIE		TDATEOUS AND METHODS FOR TEACHING AND	15400000			
TEACUED INCTRUCTION		IIES – S	TRATEGIES AND METHODS FOR TEACHING AND	DOK TARGET			
TEACHER INSTRUCTION	NAL ACTIVITY		STUDENT LEARNING TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
				Thinking)			
 Teacher will give notes, v 	rideos, and exercises	•	Students will watch videos, and do practice	Level 1: Recall vocabulary			
helping students underst	and when and how to		work (speaking and written exercises) on	Level 2: Apply concepts			
use object pronouns in p	hrases and		how to use object pronouns in a phrase and	Level 3: Evaluate and associate ideas learned			
conversations.			conversation.	Level 4: Analyze information from unit and			
 Teacher will give notes, v 	videos and exercises to	•	Students will watch videos, and do practice	synthesize information from topics past and			
help students understand	d when and how to use		work (speaking and written exercises) on	other curriculums			
partitive articles.			how to use partitive articles in a phrase and				
 Teacher will give opportu 	unities to practice using		conversation.				
the quantities and food v	ocabulary.	•	Students will watch videos, and do practice				
 Teacher will show videos 	and magazine articles		work (speaking and written exercises) on				
to help compare and con	trast how French		how to use quantities and food vocabulary.				
people buy food, where	they buy it, and why	•	Students will compare and contrast French				

with American culture.	culture surrounding cuisii culture. • Students will buy food fro skit.		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS	INQUIRY CONNECTIONS
Food and cuisine, grammar, and speech.	 How to buy things in a restood at a restaurant. Definite articles. Indefinite articles. Culture associated with fa 		 How is language structured different in English and French? How is cuisine different in the US and France?
но	W DO WE KNOW WHAT STUDENTS	HAVE LEARNED?	
ASSESSMENT DESCRIPTION	DN	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Students will be assessed on their ability to correct using the following concepts: Partitive articles Object pronouns (le, la, les, y and en) Quantities They will be assessed on their ability to understan conversations the vocabulary in the chapter (food They will be assessed on comparisons relating to conversions). 	d through reading and listening to , stores, etc).	Formative and summative	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?				
Possible Interventions				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct class or small groups. Teacher will hold debates on cultural topic. Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work from listening, reading, writing and speaking sources. Students will practice with each other. Recorded practice online Watch additional instructional videos. Come in during AIP Do a review Come in and retake a test. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
	Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles. 	 Students will use the skills in a real situation on a field trip. Demonstrate they have learned the material by: Producing a written or spoken article in the target language. Answering comprehension questions correctly. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		

PROFICIENCY SCALES FOR THIS STANDARD

		Strand: Culture	
		Topic:	
		Level 2	
Score 4.0	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Sample Activities
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cult	Can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed y work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another ture dent exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 List differences between native and target cultures Recall cultural topic information discussed in class
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic:	
	Grade: Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • can form complete and complex sentences/thoughts. • can expand their thoughts in a variety of sentence structures.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. Open-ended assignment requiring the structure in several different situations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. apply target structure in constrained situation interpret the meaning of target structure 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life can appropriately apply different parts of language in a sentence
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0		can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. Ip, a partial understanding of some of the simpler details and processes and some of the complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even wi	th help, no understanding or skill demonstrated.

	Strand: Speaking	
	Торіс:	
	Level 2	
Score 4.0	 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics. Can employ communicative negotiation strategies 	Sample Activities
		 Answers level 3 questions along with additional words that were not taught Open-ended assignment requiring the structure in several different situations Circumlocution
	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. 2.5 apply target structure in constrained situation interpret the meaning of target structure	 Introduction of self or other Explain likes, dislikes Respond to interview can appropriately apply different parts of language in a sentence
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	 Memorized dialogue or answers to questions Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0			
<u> </u>		content.			
Score 1.0	With he	With help, a partial understanding of some of the simpler details and processes and some of			
	the more complex ideas and processes.				
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0	Even wit	h help, no understanding or skill demonstrated.			

		Strand: Reading	
		Торіс:	
		Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions.		 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	student	interpret text literally pick out specific details from text can identify different parts of language er, the student exhibits major errors or omissions regarding the more complex ideas	 Literal recall questions Marking the target structure in a paragraph Define vocabulary
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		elp, a partial understanding of some of the simpler details and processes and some of re complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	ith help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	
		Topic:	
		Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The stu	comprehend main idea and details on familiar topics from a listening selection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The stu	ident exhibits no major errors or omissions.	
	2.5	 apply target structure in constrained situation interpret the meaning of target structure. 	
Score 2.0	studen • • Howev	interpret selection literally pick out specific details from selection can identify different parts of language eer, the student exhibits major errors or omissions regarding the more complex ideas occesses.	 literal recall questions Marking the target structure in a paragraph Define vocabulary
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	rith help, no understanding or skill demonstrated.	



CONTENT AREA: French
UNIT TITLE: Health Care and Daily Routine

COURSE: Level 2 DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 YouTube.com Web Based Documents Quizlet.com Textbook 1jour1actu Scholastic magazines 	 Talking about how to get ready in the morning. Being able to tell others what is wrong if something hurts or I am sick. Being able to give advice to someone who isn't feeling well. Knowing the names of different toiletries in French.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 Talking about morning routines. 	Can I talk about how I get ready in the morning?
 Telling others what is wrong if something hurts or you are sick. 	 Can I tell others what is wrong when something hurts or I am not
 Giving advice to someone who doesn't feel well. 	feeling well?
 Knowing the names of toiletries in France. 	 Can I give advice to someone who isn't feeling well?
	 Do I know the names of toiletries in French?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING	
i.e. GLE/CLE/MLS/NGSS			STANDARD	
1.1a, 1.1b, 1.3a, 1.3b, 3.1b,	Speaking: Students will speak on topics of health and daily routine	Х		
4.1b, 4.1c, 4.1e, 5.2b				
1. 1a, 1.1b, 1.2a, 1.2b, 1.2c,	Listening: Students will listen and communicate on topics of health and daily routine	Х		
1.3b, 1.3c, 4.1d				
1.2a, 1.2b, 1.2c, 2.2b, 3.1c,	Reading: Students will read on topics of health and daily routine	Х		
3.2a, 4.1d, 5.2b				
1.3a, 1.3b, 4.1b, 4.1c, 5.2b	Writing: Students will write on topics of health and daily routine	Х		
2.1b, 2.1d, 3.2b, 4.2b, 4.2c,	Culture: Students will discover products, practices and perspectives surrounding	х		
5.2b	health and daily routine			

Unit 3	Daily routine, parts of the b	oody, illnesses, toiletries, reflexive verbs, and imperative	ve.	
REFERENCES/STANDARDS	• 1.1a, 1.1b, 1.2a, 1	.2b, 1.2c, 1.3a, 1.3b, 1.3c, 2.1b, 2.1d, 2.2b, 2.2c, 3.1b,	3.2a, 3.2b, 4.1b, 4.1c, 4.1e, 4.1d, 4.2b, 4.2c, 5.2b	
i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUDENTS		
UNDERSTAI	ND?	KNOW?	BE ABLE TO DO?	
Concepts; essential truths that gi	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products	
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY		
 Talking about their daily routine. Telling a doctor or another person what is wrong. Giving advice to someone not feelings well. Being able to buy toiletries at the store. 		 Daily routine vocabulary. Parts of the body. Illnesses. Toiletries How to conjugate reflexive verbs How to conjugate verbs into the imperative tense. 	Students will be able to write and speak about Illnesses Body parts Their daily routine Giving advice to someone who is sick on the feeling well.	
	FACILITATING ACTIVIT	IES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING	
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking)	
 reflexive verbs. Teacher will give opport the imperative tense an through activities (speak reading). 	videos and exercises to nd when and how to use tunities to practice using d reflexive verbs king, writing, and tunities to practice using	 Students will watch videos, do skits, and practice work (speaking and written exercises) on how to use imperative and reflexive tenses in phrases and conversation. Students will answer comprehension questions after reading or listening exercises. Students will practice vocabulary in skits, and conversations that are written or spoken. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONI	NECTIONS	INQUIRY CONNECTIONS
Parts of speech	Present tense verbsShopping vocabulary		 How is healthy defined differently in France? How is healthcare different in France?
HOW	OO WE KNOW WHAT STUDENTS H	AVE LEARNED?	
ASSESSMENT DESCRIPTIO	N	FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Students will be assessed on their ability to correct 	ly write conversations and speak	Formative and	Level 1: Recall vocabulary
using the following concepts:		summative	Level 2: Apply concepts
o Reflexive verbs			Level 3: Evaluate and associate ideas learned
o Imperative			Level 4: Analyze information from unit and
o Their daily routine			synthesize information from topics past and
o Illnesses			other curriculums
O Giving advice			
They will be assessed on their ability to understand			
conversations the vocabulary in the chapter (toiletr			
They will be assessed on comparisons relating to he	<u> </u>		
HOW W	VILL WE RESPOND IF STUDENTS HAV	E NOT LEARNED?	
TEACUED INCTRICATIONAL ACTIVITY	Possible Interventions	TA CI/	DOWENDOSE
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	IASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will reinforce material with grammar	Student will produce work	from listening.	Level 1: Recall vocabulary
practice.	reading, writing and speak	=	Level 2: Apply concepts
Teacher will use flip videos created or found on	 Students will practice with 	=	Level 3: Evaluate and associate ideas learned
YouTube or other various sources.	Recorded practice online		Level 4: Analyze information from unit and
 Teacher will instruct class or small groups. Watch additional instructional videos. 		synthesize information from topics past and	
 Teacher will hold debates on cultural topic. Come in during AIP 		other curriculums	
Teacher will use a number of listening resources	 Do a review 		
to practice and test.	 Come in and retake a test. 		
 Teacher will use a number of writing and reading resources to practice and test. 			

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.	 Students will demonstrate they have learned the material by: O Producing a written or spoken article in the target language. O Answering comprehension questions correctly. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	

PROFICIENCY SCALES FOR THIS STANDARD

		Strand: Culture	
		Topic:	
		Level 2	
Score 4.0	In •	addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Sample Activities
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	cu	Can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed ay work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another lture udent exhibits no major errors or omissions.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	studer • Howev	recognizes cultural differences recognizes ways that cultural differences are manifested ver, the student exhibits major errors or omissions regarding the more complex ideas occesses.	 List differences between native and target cultures Recall cultural topic information discussed in class

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of		
	the more complex ideas and processes.		
	0.5	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: Writing	
	Topic:	
	Grade: Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. Open-ended assignment requiring the structure in several different situations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life can appropriately apply different parts of language in a sentence
	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. Ip, a partial understanding of some of the simpler details and processes and some of e complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: Speaking	
	Topic:	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics. Can employ communicative negotiation strategies	Sample Activities Answers level 3 questions along with
		 additional words that were not taught Open-ended assignment requiring the structure in several different situations Circumlocution
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. 2.5 apply target structure in constrained situation interpret the meaning of target structure	 Introduction of self or other Explain likes, dislikes Respond to interview can appropriately apply different parts of language in a sentence
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	 Memorized dialogue or answers to questions Marking the target structure in a paragraph Define vocabulary

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of		
	the more complex ideas and processes.		
	0.5	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: Reading	
		Topic:	
		Level 2	
Score 4.0		ion to Score 3.0, in-depth inferences and applications that go beyond what was taught. can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	dent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence dent exhibits no major errors or omissions.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	student • •	interpret text literally pick out specific details from text can identify different parts of language or, the student exhibits major errors or omissions regarding the more complex ideas	 Literal recall questions Marking the target structure in a paragraph Define vocabulary
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		lp, a partial understanding of some of the simpler details and processes and some of e complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Listening Comprehension	
	Topic:	
	Level 2	_
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was tau Student can: judge meaning of unfamiliar vocabulary from context clues	ght. Sample Activities
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with par success.	rtial
Score 3.0	The student can:	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	 interpret the meaning of target structure. 	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 literal recall questions Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	
		content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of		
	the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		



CONTENT AREA: French UNIT TITLE: Nursery Rhymes

COURSE: Level 2 DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
YouTube.com	 Using both être and avoir to describe events in the past.
Web Based Documents	 I know what French people do for leisure activities.
Quizlet.com	
Textbook	
• 1jour1actu	
Scholastic magazines	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 Talking about things that happened in the past. 	 Can I talk about things in the past with both avoir and être?
	 Do I know what French people do in their free time?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? Standards, Concepts, Content, Skills, Products, Vocabulary **REFERENCE/STANDARD** STANDARDS: Content specific standards that will be addressed in this unit. MAJOR SUPP i.e. GLE/CLE/MLS/NGSS **STANDARD** ORTI NG STAN DARD 1.1a, 1.1b, 1.2b, 1.2c, 1.3b, Speaking: Students will be able to speak about leisure activities and stories in the past. Х 4.1b, 4.1c, 4.1d, 5.1b Writing: Students will be able to write about leisure activities and stories in the past. 1.3b, 1.3c, 4.1b, 4.1c, 4.1d, Х 5.1b, 5.2c 1.2b, 1.2c, 3.1c, 3.2a, 4.1b, Reading: Students will be able to read about leisure activities and stories in the past. Х 4.1c, 4.1d, 5.2c Listening: Students will be able to listen about leisure activities and stories in the past. 1.1b, 1.1c, 1.2b, 1.2c, 3.1c, 5.2c Х 2.1b, 2.1d, 2.2c, 3.1c, 4.2b, Culture: Students will discover products, practices and perspectives on leisure activities and stories in the 5.2c past.

Unit 4			
REFERENCES/STANDARDS	• 1.1c, 1.1b, 1.1c, 1	.2b, 1.2c, 1.3b, 1.3c, 2.1b, 2.1d, 2.2c, 3.1c, 3.2a, 4.1b, 4	.1c, 4.1d, 4.2b, 5.1b, 5.2c
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAND?		KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;		Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer across situations.		ACADEMIC VOCABULARY	
Understanding how to use past tense with both		 Passé composé with avoir, être and reflexive 	 I can speak, write and understand
avoir and être.		verbs.	written and spoken conversations in the
 Understanding when someone is talking in the 		 Aggreement 	past tense.
past tense no matter the topic.			I can write or tell a story in the past.
	FACILITATING ACTIVITY	TIES – STRATEGIES AND METHODS FOR TEACHING AN	D LEARNING
TEACHER INSTRUCTIONAL ACTIVITY		STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
			4=Extended Thinking)
Teacher will give notes, videos, and exercises		 Students will watch videos, do skits, and 	Level 1: Recall vocabulary
helping students understand when and how to		practice work (speaking and written	Level 2: Apply concepts
use the past tense in French with both avoir,		exercises) on how to use the past tense in	Level 3: Evaluate and associate ideas learned
être and reflexive verbs.		phrases and conversation.	Level 4: Analyze information from unit and
Teacher will give opportunities to practice using		 Students will answer comprehension 	synthesize information from topics past and
the past tense through activities (speaking,		questions after reading or listening	other curriculums
writing, and reading).		exercises.	
Teacher will give opportunities to practice using		 Students will practice vocabulary in skits, 	
vocabulary through activities (speaking, writing,		and conversations that are written or	
and reading).		spoken.	
INTERDISCIPLINARY CON	NECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Parts of speech, history		 Present conjugations of reflexive verbs, 	What do French people do on the
		avoir, and être.	weekend?
		 Present tense verbs learned in level 1. 	
		 Leisure activities in France. 	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
ASSESSMENT DESCRIPTION			OR DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Students will be assessed on their ability to correctly write conversations and speak using the past tense. They will be assessed on their ability to understand through reading and listening to conversations the vocabulary in the chapter. They will be assessed on comparisons relating to leisure activities in France (Cultural questions). HOW WILL WE RESPOND IF STUDENTS HAVE			Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		
Possible Interventions TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET					
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct class or small groups. Teacher will hold debates on cultural topic. Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	Student will produce work for reading, writing and speaking. Students will practice with each recorded practice online. Watch additional instructions. Come in during AIP. Do a review. Come in and retake a test.	rom listening, ng sources. each other.	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.	 Students will use the skills in a real situation on a field trip. Demonstrate they have learned the material by: O Producing a written or spoken article in the target language. O Answering comprehension questions correctly. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		

PROFICIENCY SCALES FOR THIS STANDARD

		Strand: Culture	
		Topic:	
		Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • Create a cultural representation of the topic applied in our own culture. • Critique the ideas of the topic taught by applying concepts from other cultures.		Sample Activities
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 The student: Can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture The student exhibits no major errors or omissions. 		 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 List differences between native and target cultures Recall cultural topic information discussed in class

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	
		content.	
Score 1.0	With he	Nith help, a partial understanding of some of the simpler details and processes and some of	
	the mor	the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wit	h help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic:	
	Grade: Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • can form complete and complex sentences/thoughts. • can expand their thoughts in a variety of sentence structures.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. Open-ended assignment requiring the structure in several different situations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Can form complete sentences with little to no grammatical errors. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions. apply target structure in constrained situation interpret the meaning of target structure	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life can appropriately apply different parts of language in a sentence
Score 2.0	 Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent. can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. Ip, a partial understanding of some of the simpler details and processes and some of the complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic:	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics. Can employ communicative negotiation strategies	Sample Activities
		 Answers level 3 questions along with additional words that were not taught Open-ended assignment requiring the structure in several different situations Circumlocution
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence The student exhibits no major errors or omissions.	 Introduction of self or other Explain likes, dislikes Respond to interview can appropriately apply different parts of language in a sentence
	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • can respond to specific questions in formulaic ways • can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Memorized dialogue or answers to questions Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	
		content.	
Score 1.0	With he	p, a partial understanding of some of the simpler details and processes and some of	
	the mor	the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wit	ven with help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic:	
		Level 2	
Score 4.0		ion to Score 3.0, in-depth inferences and applications that go beyond what was taught. can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	dent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression apply target structure in guided situations as necessary can appropriately apply different parts of language in a sentence dent exhibits no major errors or omissions.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	 apply target structure in constrained situation interpret the meaning of target structure 	
Score 2.0	student • •	interpret text literally pick out specific details from text can identify different parts of language er, the student exhibits major errors or omissions regarding the more complex ideas	 Literal recall questions Marking the target structure in a paragraph Define vocabulary
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		lp, a partial understanding of some of the simpler details and processes and some of complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	

	Strand: Listening Comprehension	
	Topic:	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student can:	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	 apply target structure in constrained situation interpret the meaning of target structure. 	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret selection literally • pick out specific details from selection • can identify different parts of language However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 literal recall questions Marking the target structure in a paragraph Define vocabulary

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	
		content.	
Score 1.0	With he	Nith help, a partial understanding of some of the simpler details and processes and some of	
	the mor	the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wit	th help, no understanding or skill demonstrated.	



CONTENT AREA: French UNIT TITLE: French Speaking Africa and Stories of the Past

COURSE: Level 3 DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
YouTube	To be able to identify French speaking countries in Africa		
Text Materials	To discuss past events		
Online Articles	To use vocabulary encompassing animals		
Various Books/Magazines	To write a story in the past.		
Online Videos	To discuss ideas of vacations in nature		
UNESCO World Heritage Site			
Duolingo			
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:		
I can use past structures in French	 How do you use passé composé versus Imparfait? 		
I can discuss differences of African French speaking countries	 How did African countries come to speak French? 		
I can write stories in the past	 What differences make African French speaking countries unique? 		
I can hold conversations about animals in French	 What types are animals do we study and what makes them unique? 		
I can use and interpret information about animals in French	 How do I discuss a camping trip in French? 		
I can plan a camping trip and discuss it			

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING		
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD		
1.1, , 1.3, 5.2	Speaking: Student can talk about stories in the past about Africa, animals and stories	х			
1.2a, 1.2b	Writing: Student can write about stories in the past about Africa, animals and stories	х			
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students can read and identify information about Africa, animals and stories in the	х			
	past				
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Students can listen and identify information about Africa, animals and stories in the	х			
4.2c, 4.2d	pas				
2.1a, 2.1c, 2.1d, 2.2a, 2.2c,	Culture: Students will learn about practices, products and perspectives in Africa	x			
5.2b, 5.2d					

OBJECTIVE # 1			
REFERENCES/STANDARDS			
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAI	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY	
 Reading 		Culture	Speaking
Listening			Writing
	FACILITATING ACTIV	ITIES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will instruct dif	ferences of past tense	Student will understand past structures.	Level 1: Recall vocabulary
forms		 Students will understand different french 	Level 2: Apply concepts
 Teacher will instruct vo 	cabulary pertaining to	speaking countries in Africa	Level 3: Evaluate and associate ideas learned
animals and camping ar	nd safari	 Student will be able to make connections 	Level 4: Analyze information from unit and
 Teacher will instruct dif 	ferences and historical	with activities surrounding camping and	synthesize information from topics past and
aspects of several Frence	h speaking countries in	safaris and animals	other curriculums
Africa.			
INTERDISCIPLINARY (CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
 Student will learn terms 	related to animals and	 Student will have learned vacation activities, 	Students will be able to discuss and
savanna and the dessert	and other climate	past tense basics, french speaking countries	apply knowledge learned with local ties
differences in Africa.		in Africa and some animal vocabulary	and ties within their country as well as
			ties abroad throughout francophone
			countries

	DO WE KNOW WHAT STUDENTS F	IAVE LEARNED?	
ASSESSMENT DESCRIPTION		FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking
			4=Extended Thinking)
Students will be assessed on how to form sentences	Formative and	Level 1: Recall vocabulary	
passe compose and imparfait through various metho	ods in reading, writing, listening	summative	Level 2: Apply concepts
and speaking			Level 3: Evaluate and associate ideas learned
Students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilizing various control of the students will be able to create projects utilized by the students will be able to create projects and the students will be able to create projects an	ous methods taught within this		Level 4: Analyze information from unit and
unit and prior knowledge as well.	adae of animals compine and		synthesize information from topics past and other curriculums
 Students will be assessed on their vocabulary knowle safari. 	euge of animals, camping and		other curriculums
 Students can create a short story to be presented. 			
HOW WI	LL WE RESPOND IF STUDENTS HA	VE NOT LEARNED?	
11011 111	LE WE KEST OND IT STODERTS TIA	VE NOT LEARNIED:	
	Possible Interventions	VE NOT LEARNIED:	
TEACHER INSTRUCTIONAL ACTIVITY			DOK TARGET
	Possible Interventions		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking
	Possible Interventions		
	STUDENT LEARNING Student will produce work	TASK a from listening,	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice.	Student will produce world reading, writing and speak	TASK a from listening, king sources.	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking) 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on	Student will produce work reading, writing and speal Student will produce a nu	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources.	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups.	Student will produce work reading, writing and speal Student will produce a nu	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and
TEACHER INSTRUCTIONAL ACTIVITY Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources 	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. 	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources 	Student will produce worl reading, writing and speal Student will produce a nu practices resulting in a sho	TASK from listening, king sources. mber of guided	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and

HOW WILI	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
 (how are you going to apply it) Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles. 	 Student will show they have learned the task by producing A book in the target language Showing ability to listen and interpret Showing ability to read and interpret Showing ability to speak and write 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums			

PROFICIENCY SCALES FOR French 3

	Strand: Culture	
	Topic: (Topics change depending on theme cov	vered in class)
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Using a Language Level 3 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With h	With help, a partial understanding of some of the simpler details and processes and	
1.0	some (some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even v	vith help, no understanding or skill demonstrated.	
0.0			

		Strand: Writing	
		Topic: (Topics change depending on theme cov	vered in class)
		Grade: Level 3	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	th cu The str	a Language Level 3 material, the student: Can form complete sentences proficiently with few if any grammatical errors nat impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the arrent topic. Can effectively use appropriate thematic vocabulary: old and new udent exhibits TARGETED, COMPLEX ideas and processes proficiently with few grammatical errors that impede communication.	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi • • Howev	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	•	Not familiar with the appropriate use of register.
		elp, a partial understanding of some of the simpler details and processes and
	some o	of the more complex ideas and processes.

		Strand: Speaking	
		Topic: (Topics change depending on theme co	vered in class)
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• • • • th	Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) is specificity is absolutely essential here — nice job! udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. No major errors or omissions regarding 2.0 content and partial knowledge of	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
		the 3.0 content.	
Score 2.0	omissi Howe	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script wer, the student exhibits major errors or omissions regarding the more ex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	 Memorized dialogue or answers to questions Read a response with scripted notes
		the 3.0 content.	
Score	With h	nelp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 3	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		,	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ons.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard • Howev	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ing the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	1
		Topic: (Topics change depending on theme co	vered in class)
	_	Level 3	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		,	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	sel The stu omissio		 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissio	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more extideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	rith help, no understanding or skill demonstrated.	



CONTENT AREA: French

COURSE: Level 3

UNIT TITLE: House, Environment and Nature

DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- YouTube
- Text Materials
- Online Articles
- Various Books/Magazines
- Online Videos
- UNESCO World Heritage Site
- Duolingo

BIG IDEA(S):

- To be able to use the subjunctive tense
- To understand and use the imperative
- To understand and use direct and indirect object pronouns in French
- To understand and use the verbs vouloir, pouvoir and devoir
- To have a knowledge of the differences in traveling and staying in a hotel around the world vs in the United States
- To have a knowledge of Impressionism and how it has changed art throughout the world and served as a major influence into the culture of France and Europe.

ENDURING UNDERSTANDINGS:

- I can use the subjunctive tense
- I can use the imperative
- I can use a variety of irregular and regular verbs
- I can use vocabulary related to the home, the environment and nature
- I can discuss the impact of Impressionism and Post Impressionism on the world and know artists associated with them.

ESSENTIAL QUESTIONS:

- How do I use the subjunctive tense?
- How do I use the imperative?
- Can I successfully use a variety of irregular verbs in French?
- Can I use vocabulary learned to buy/rent a home, talk/read about the environment and nature?
- Can I use the vocabulary to debate issues involving home, environment and nature?
- Can I discuss the impact of Impressionism and Post Impressionism on the world?
- Do I know about artists that help contribute to the lasting effects of Impressionism and Post Impressionism?

	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
Standards, Concepts, Content, Skills, Products, Vocabulary						
REFERENCE/STANDARD STANDARDS: Content specific standards that will be addressed in this unit. i.e. GLE/CLE/MLS/NGSS		MAJOR STANDARD	SUPPORTING STANDARD			
1.1c, 1.1d 1.2a, 1.2c, 1.3a, 1.3b, 1.3d, 1.4a, 1.4b, 3.2b, 3.3b, 5.2	Speaking: Student can talk using subjunctive and imperative surrounding nature and environment	х				
1.2a, 1.2b, 1.4b, 1.4a, 2.3a, 2.3b, 2.4b, 2.5a, 2.5b, 3.1b, 3.2b, 3.2c, 3.3b	Writing: Student can write using subjunctive and imperative surrounding nature and environment	х				
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students can read and identify information using subjunctive and imperative surrounding nature and environment	х				
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students can listen and identify information using subjunctive and imperative surrounding nature and environment	х				
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will learn about practices, products and perspectives surrounding nature and environment	х				

OBJECTIVE # 1			
REFERENCES/STANDARDS •			
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAND?		KNOW?	BE ABLE TO DO?
Concepts; essential truths that gi	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY	
Reading		Culture	Speaking
 Listening 			 Writing

FACILITATING ACTIV	TIES – STRATEGIES AND METHODS FO	OR TEACHING AND	LEARNING
 TEACHER INSTRUCTIONAL ACTIVITY Teacher will instruct the reasons francophones use the subjunctive tense. Teacher will instruct the uses of object pronouns. Teacher will instruct issues regarding the environment in Francophone countries 	Student will understand the meaning of subjunctive ten French and English Student will understand ho pronouns Student will understand diffenvironmental issues surroufrancophone countries.	e deeper se in both w to use object ferent	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNE	CTIONS	INQUIRY CONNECTIONS
 Students will recall information from world civilizations and the idea of colonizing Students will recall information regarding physical science and the effects on our environment and what other countries do to protect it. Students will discuss writing skills from English and how they can apply in French 	 Students will have learned s irregular verbs covered. Students will have learned v pertaining outdoor activities 	ocabulary	Students will be able to ask questions and make connections on what different things countries do to protect the environment from Europe, to Africa to the USA.
HOW	DO WE KNOW WHAT STUDENTS HA	VE LEARNED?	
ASSESSMENT DESCRIPTIO		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Students will be assessed on how to use the subjunt		Formative and	Level 1: Recall vocabulary
 Students will be assessed on how to use object pro Students will be assessed on vocabulary learned Students will be assessed on francophone African of 		summative	Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and
			other curriculums

HOW W	HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
Possible Interventions			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work from listening, reading, writing and speaking sources. Student will produce a number of guided practices resulting in a short story book on the topic Students will create a project on a french speaking African country 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	
HOW WILL	WE RESPOND IF STUDENTS HAVE ALREADY LEARNED	?	
	Possible Extensions/Enrichments		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.	 Student will show they have learned the task by producing A book in the target language Showing ability to listen and interpret Showing ability to read and interpret Showing ability to speak and write 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	

PROFICIENCY SCALES FOR French 3

	Strand: Culture	
	Topic: (Topics change depending on theme cov	vered in class)
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 3 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some (some of the more complex ideas and processes.	
	0.5	.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content	
Score	Even v	Even with help, no understanding or skill demonstrated.	
0.0			

		Strand: Writing	
		Topic: (Topics change depending on theme cov	vered in class)
		Grade: Level 3	
Score 4.0	In add	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	tha	Can form complete sentences proficiently with few if any grammatical errors at impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the rrent topic.	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	The stu	Can effectively use appropriate thematic vocabulary: old and new udent exhibits TARGETED, COMPLEX ideas and processes proficiently with few grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and partial knowledge of	
Score 2.0	omissio	the 3.0 content. are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ver, the student exhibits major errors or omissions regarding the more extideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
Score 1.0	• • • With hel	the 3.0 content. can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. p, a partial understanding of some of the simpler details and processes and some of the more ideas and processes.	

		Strand: Speaking	
		Topic: (Topics change depending on theme co	vered in class)
		Level 3	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• • • • th	No major errors or omissions regarding 2.0 content and partial knowledge of	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	omissi	the 3.0 content. are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	 Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		elp, a partial understanding of some of the simpler details and processes and	
1.0	some o	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 3	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
		,	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ons.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard • Howev	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ing the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	1
		Topic: (Topics change depending on theme co	vered in class)
		Level 3	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	se	a Language Level 3 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions.	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi Howev	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		nelp, a partial understanding of some of the simpler details and processes and	
1.0	_	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	



CONTENT AREA: French

COURSE: Level 3

UNIT TITLE: Travel, Hotel, Art

DURATION: 8 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

YouTube

Text Materials

Online Articles

Various Books/Magazines

Online Videos

UNESCO World Heritage Site

Duolingo

BIG IDEA(S):

To be able to form the simple future tense

To be able to use and identify complex sentences using simple future

To understand the impact of the Impressionism and Post Impressionism era

in France.

To be able to get oneself around the world when traveling and understand

the vocabulary and processes involved

ENDURING UNDERSTANDINGS:

I can describe future plans

I can order tickets and navigate public transportation in a foreign country

I can make hotel reservations in a french speaking country

I can identify the history and works of the Impressionists and Post Impressionists.

ESSENTIAL QUESTIONS:

How do I use the simple future tense?

Can I get myself around using public transportation?

Can I get myself around using travel vocabulary?

Can I make hotel reservations in a french speaking country?

Do I know cultural differences of travel abroad?

Can I identify the major influences and movements from the Impressionist

and Post Impressionist Era?

WHA	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD		
1.1b, , 1.3a, 1.3b, 5.2b	Speaking: Student will be able to speak in future tense about traveling and Impressionism	x			
1.2a, 1.2b	Writing: Student will be able to write about future plans and traveling and Impressionism	х			
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Student will be able to read and interpret about future plans, traveling and Impressionism	x			
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Student will be able to listen and comprehend about future plans, traveling and Impressionism	x			
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will understand the history of Impressionism and Post Impressionism and discuss differences in travel culture in francophone countries	х			

DBJECTIVE # 1 DEFERENCES/STANDARDS		
e. GLE/CLE/MLS/NGSS		
, , ,	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer across situations.	ACADEMIC VOCABULARY	
Reading Listening	2 Culture	SpeakingWriting
FACILITATING ACTIVIT	 TIES – STRATEGIES AND METHODS FOR TEACHING	AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will instruct the simple future tense	Student will understand how to form and	Level 1: Recall vocabulary
Teacher will instruct how to use simple future	use the simple future	Level 2: Apply concepts
sentences within a complex sentence	Students will be able to use simple future	Level 3: Evaluate and associate ideas learned
Teacher will instruct how to navigate around an	tense in complex sentences	Level 4: Analyze information from unit and
airport, train station or other travel means	2 Students will be able to navigate through	synthesize information from topics past and
used throughout the world	various traveling experiences using	other curriculums
Teacher will instruct students in various vocabulary	vocabulary acquired	
and cultural differences at a hotel in Europe	Students will be able to make reservations and understand cultural differences.	
Teacher will engage students in the impact of the Impressionist and Post Impressionists artists in	Students will be able to identify impacts	
France and their lasting legacies	left on the world by French Impressionism	
Trance and their lasting legacies	and Post Impressionism	
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Students will be able to tie in topics covered from	2 Students will use vocabulary from previous	Students will be able to apply knowledge
Art class.	covered units in French	learned in travel vocabulary with the
Students will be able to discuss writing techniques	Students will revisit present tense	basis needed to travel within their own
and research methods from ELA and apply		country
those methods in French		Students will be able to make connections
		from the Impressionist Era with our own
		impact in the United States.
	HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?	

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended
Students will be assessed on how to form the simple future Students will be further assessed on how to form and interpret complex sentences using simple future Students will be assessed on travel vocabulary from the airport to the hotel Students will be assessed using a project on travel combining all elements Students will be assessed on Impressionism via a project and/or written and visual assessment over the information learned	Formative and summative	Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
но	W WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test.	Student will produce work from listening, reading, writing and speaking sources. Students will produce a project on the Impressionism Era Students will discuss future plans for a trip abroad using current and past vocabulary and grammar.	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
HOW	WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended

		Thinking)
	Student will show they have learned the	Level 1: Recall vocabulary
Teacher will use YouTube, CD, online sources with	task by producing	Level 2: Apply concepts
text, online sources on news outlets, books,	A book in the target language	Level 3: Evaluate and associate ideas learned
DVDs, newspapers, articles.	Showing ability to listen and	Level 4: Analyze information from unit and
	interpret	synthesize information from topics past and
	Showing ability to read and	other curriculums
	interpret	
	Showing ability to speak and	
	write	

PROFICIENCY SCALES FOR French 3

Strand: Culture

		Topic: (Topics change depending on	theme covered in class)
Level 3			
Score 4.0	In a	addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 3 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.		Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Identifies cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the		
	U.5	which help, a partial understanding of the 2.0 content, but not the	

		3.0 content.	
Score	Even with help, no understanding or skill demonstrated.		
0.0			

Strand: Writing				
	Topic: (Topics change depending on theme covered in class)			
	Grade: Level 3			
Score	In addition to Score 3.0, in-depth inferences and applications that	Sample Activities		
4.0 go beyond what was taught.		Communicate via presentational written correspondence. This involves		

			summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Score Using a Language Level 3 material, the student:		Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	majo proce	e are FOUNDATIONAL, SIMPLE details and processes with no rerrors or omissions regarding the simpler details and esses as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. Ever, the student exhibits major errors or omissions regarding more complex ideas and processes.	Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions.		

Not familiar with the appropriate use of register.

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

Strand: Speaking					
	Topic: (Topics change depending on theme covered in class)				
Level 3					
Score In addition to Score 3.0, in-depth inferences and applications that go beyond what was Sample Activities					

4.0		taught.	Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	Using	; a Language Level 3 material, the student:	Explain likes, dislikes or explain topics used in
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary
	Avoid	Is first language interference (direct translation)	Respond to interview questions
	Uses	comprehensible pronunciation	Answer questions
	Has n	atural fluidity	Tell story
	Uses	current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,
	Uses	proper grammar in line with current topics learned (past and present) this specificity is	picture prompt)
	а	bsolutely essential here – nice job!	
	The s	tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0	
		content.	
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions
2.0	regar	ding the simpler details and processes as the student:	Read a response with scripted notes
		can respond to specific questions in formulaic ways with a script	
	Howe	ever, the student exhibits major errors or omissions regarding the more complex ideas	
	and p	processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With	help, a partial understanding of some of the simpler details and processes and some	
1.0		e more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

Strand: Reading
Topic: (Topics change depending on theme covered in class)
Level 3

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was		Sample Activities	
4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an	
			explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	_	a Language Level 3 material, the student:	Questions which require inference rather than	
3.0		rehend main idea and details on familiar topics from a text	specific recall	
		conclusions about details not specifically listed in text	Summarize	
		interpretations through a diagram/picture/expression	Interpret reading selection by drawing a	
	rephr	ase text to explain meaning	picture/chart	
	The student exhibits TARGETED, COMPLEX ideas and processes no major errors or			
	omiss	sions.		
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score	There	e are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions	Literal recall questions	
2.0	regar	ding the simpler details and processes as the student:		
	interp	oret text literally		
	pick c	out specific details from text		
	Howe	ever, the student exhibits major errors or omissions regarding the more complex ideas		
	and p	rocesses.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score	With	help, a partial understanding of some of the simpler details and processes and some		
1.0	of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score	Even	with help, no understanding or skill demonstrated.		
0.0				

Strand: Listening Comprehension				
	Topic: (Topics change depending on theme covered in class)			
	Level 3			
Score In addition to Score 3.0, in-depth inferences and applications that go beyond what was San		Sample Activities		

4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0			Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of the complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	



CONTENT AREA: French UNIT TITLE: Relationships, Holidays, and Music

COURSE: Level 3 DURATION: 8 Weeks

MATERIALS	INSTRUCTIONAL	RESOURCES FOR THIS UNIT:

- YouTube
- Text Materials
- Online Articles
- Various Books/Magazines
- Online Videos
- UNESCO World Heritage Site
- Duolingo

BIG IDEA(S):

- To be able to use the conditional tense.
- To be able understand and use demonstrative pronouns.
- To be able to discuss family and community in French.
- To be able to discuss future plans in a hypothetical way.
- To have an understanding of ceremonial differences in social engagements such as: marriage and holidays in francophone countries.
- To have an understanding of how music and poetry of music influences French culture

ENDURING UNDERSTANDINGS:

- I can use the conditional tense.
- I can use demonstrative pronouns.
- I can discuss family and community.
- I can discuss my future plans in a hypothetical way.
- I have an understanding of ceremonial differences in social engagements such as: marriage and holidays in francophone countries.
- I have an understanding of how music and poetry of music influences French culture.

ESSENTIAL QUESTIONS:

- How can I use the conditional tense?
- How do I use demonstrative pronouns?
- What are the differences in our cultures in terms of family and community?
- How are ceremonies in francophone countries different? IE: marriages and holidays?
- How has music through the years developed/influenced french culture?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?						
	Standards, Concepts, Content, Skills, Products, Vocabulary					
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING			
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD			
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Student will be able to speak about hypothetical situations	х				
1.2a, 1.2b	Writing: Student will be able to write about hypothetical situations	х				
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Student will be able to read about hypothetical situations	Х				
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Student will be able to listen about hypothetical situations	Х				
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will student practices, products and perspectives surrounding music, relationships and holidays	х				

OBJECTIVE # 1			
REFERENCES/STANDARDS	•		
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAI	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY	
 Reading 		Culture	 Speaking
 Listening 			 Writing

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING				
TEACHER INSTRUCTIONAL ACTIVITY Teacher will instruct the conditional tense and all its uses. Teacher will instruct vocabulary pertaining to social engagements in francophone countries. Teacher will instruct complex sentences. Teacher will instruct about demonstrative pronouns and their uses in English and in French. Teacher will explore with students a variety of music current and older that has influenced francophone culture. Teacher will explore with students a variety of ceremonial issues that differ from our culture. IE: marriage and holidays. Teacher will instruct ways to use the conditional tense.	STUDENT LEARNING TASK Student will understand the meaning and how to use the conditional tense. Student will be able to use vocabulary pertaining to social engagements in francophone countries. Student will be able to use complex sentences with hypothetical ideas Students will be able to use demonstrative pronouns. Students will be able to analyze works showing how music has influenced the francophone culture. Student will be able to understand and explain a variety of ceremonial differences between cultures. IE: Marriages and holidays. Student will be able to use the conditional tense in a variety of ways including complex sentences.	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS	INQUIRY CONNECTIONS
 Students will be able to associate grammar points from English grammar and reading and writing elements. Students will be able to associate rituals from multi-cultures and use elements from sociology. Students will be able to associate a variety of music pieces. 	Students will revisit vocabulary from travel. Students will revisit vocabulary from activities. Students will revisit imperfect tense and complex sentences with future and present.		 Students will be able to inquire about future plans. Students will be able to research a multitude of rituals and ceremonies that demonstrate great differences between our cultures. Students will be able to compare different types of influences in music between cultures.
HOW	DO WE KNOW WHAT STUDENTS HA	VE LEARNED?	
ASSESSMENT DESCRIPTIO	N	FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic
			Thinking, 4=Extended Thinking)
Students will be assessed on how to form the cond	itional tense	Formative and	Level 1: Recall vocabulary
Students will be assessed on how to form complex	sentences using conditional and	summative	Level 2: Apply concepts
other hypothetical complex sentences.			Level 3: Evaluate and associate ideas learned
 Students will be assessed on how to use demonstra 	ative pronouns		Level 4: Analyze information from unit and
 Students will be assessed on differences in various cultures Students will be assessed on the influence of music 			synthesize information from topics past and other curriculums

HOW WIL	L WE RESPOND IF STUDENTS HAVE NOT LEARNED?	
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Teacher will reinforce material with grammar practice. Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work from listening, reading, writing and speaking sources. Student will produce a number of guided practices resulting in items such as analysis of music. Student will produce a number of guided works that discuss differences and analyze differences between cultures in regards to social engagements. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
HOW WILL V	VE RESPOND IF STUDENTS HAVE ALREADY LEARNED?	
INSTRUCTIONAL ACTIVITY/METHOD	Possible Extensions/Enrichments STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 (how are you going to apply it) Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles. 	 Student will show they have learned the task by producing Showing ability to analyze and discuss cultural differences Showing ability to listen and interpret Showing ability to read and interpret Showing ability to speak and write 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums

PROFICIENCY SCALES FOR French 3

	Strand: Culture	
	Topic: (Topics change depending on theme cove	ered in class)
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 3 material, the student:	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding		
		the 3.0 content.		
Score	With h	elp, a partial understanding of some of the simpler details and processes and		
1.0	some o	of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score	Even w	Even with help, no understanding or skill demonstrated.		
0.0				

		Strand: Writing	
		Topic: (Topics change depending on theme cover	ered in class)
		Grade: Level 3	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	the	Can form complete sentences proficiently with few if any grammatical errors at impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the rrent topic. Can effectively use appropriate thematic vocabulary: old and new udent exhibits TARGETED, COMPLEX ideas and processes proficiently with few grammatical errors that impede communication.	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissio	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	•	can form sentences with significant errors and/or omissions.	
1.0	•	can create sentences from a guided prompt with significant errors and/or	
		omissions.	
	•	Not familiar with the appropriate use of register.	
	With h	elp, a partial understanding of some of the simpler details and processes and	
	some o	f the more complex ideas and processes.	

		Strand: Speaking	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	th The str		 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi	ons regarding the simpler details and processes with no major errors or ons regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script yer, the student exhibits major errors or omissions regarding the more extideas and processes.	 Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With h	elp, a partial understanding of some of the simpler details and processes and	
1.0	some (of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	a Language Level 3 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard • • Howe	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ling the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		nelp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension		
		Topic: (Topics change depending on theme cov	rered in class)	
		Level 3		
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities	
		,	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Score Using a Language Level 3 material, the student:		 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/cha 	
	omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • interpret selection literally • pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score		elp, a partial understanding of some of the simpler details and processes and		
1.0	-	of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even w	rith help, no understanding or skill demonstrated.		



CONTENT AREA: French

COURSE: Level 4 and AP 5

UNIT TITLE: La Famille et La Communaute

DURATION: 3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- YouTube
- Text Materials
- Online Articles
- Various Books/Magazines
- Online Videos
- UNESCO World Heritage Site
- Duolingo

BIG IDEA(S):

- To understand the impact of the French culture within our community
- To understand differences in cultures with adolescents.
- To analyze cultural differences in ceremonies within our culture vs francophone countries.
- To discuss what rites of passages are and how they differ between different cultures.
- To explore the differences of family roles in francophone cultures
- To identify differences in evolution of modern day social relations.

ENDURING UNDERSTANDINGS:

- I can explain the impact the french culture has had in our area in the midwest.
- I can debate differences in cultures with adolescents.
- I can analyze cultural differences in ceremonies within multiple cultures.
- I can discuss various rites of passage and how they differ between different cultures.
- I can express differences in family roles throughout francophone cultures.
- I can clearly identify evolutions of relationships in modern day society.

ESSENTIAL QUESTIONS:

- How has French made in impact in our community? How can we preserve it?
- How does adolescent life differ between various French cultures?
- How do different francophone cultures celebrate different ceremonies within their culture?
- What are various rites of passages within various francophone cultures and how do they differ from ours?
- How are family roles different in francophone cultures?
- How do social rapports evolve in modern day society throughout different cultures.

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING		
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD		
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics related to family and community	х			
1.2a, 1.2b	Writing: Students will write on topics related to family and community	х			
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics related to family and community	х			
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Students will listen and answer on topics related to family and	х			
4.2c, 4.2d	community				
2.1a, 2.1c, 2.1d, 2.2a, 2.2c,	Culture: Students will study practices, products and perspectives on topics related	х			
5.2b, 5.2d	to family and community				

OBJECTIVE # 1			
REFERENCES/STANDARDS	•		
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAI	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY	
Reading		Culture	 Speaking
 Listening 			 Writing
			_1

FACILITATING ACTIVIT	IES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Teacher will instruct differences in social rapports between our culture and francophone cultures Teacher will instruct differences with adolescents' lives in francophone cultures. Teacher will instruct impact of French culture throughout our own community. Teacher will instruct different rites of passages in social life throughout francophone countries and our own. Teacher will instruct differences in family roles in francophone cultures. Teacher will instruct present tenses and passive styles of tenses and writing. Teacher will instruct complex sentence structures that will augment their style of communicating. 	 Student will understand differences in social rapports between many francophone cultures Student will analyze differences with adolescents' lives in francophone cultures. Student will explore the impact of French history in their community Student will evaluate rites of passages in different cultures. Student will explore roles of the family in different cultures. Student will adapt to various present tense styles of writing Student will adapt to various complex sentence styles in communicating. 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
 INTERDISCIPLINARY CONNECTION Sociological differences will be discussed throughout the unit. Historical backgrounds of these societies will be discussed. Writing styles will be explored and used. 	PRIOR KNOWLEDGE CONNECTIONS Family and friendships will be revisited Verb tenses will be reviewed and furthered explored. Activities will be expanded upon	Students will be able to discuss differences in social rapports (family and friends)

ASSESSMENT DESCRIPTION	N	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Students will be assessed through various modes of communication: Listening, Reading, Speaking and Writing. Students will be have debates or round robins to discuss thematic topics Students will read authentic text done in AP style and answer questions pertaining to topics discussed. Students will listening to authentic material in an AP style and answer questions pertaining to topics discussed. Students will be assessed through speaking video posts answering questions pertaining to thematic vocabulary and grammatical structures and topics discussed. Students will be assessed through AP style writing prompts that answer questions pertaining to topics discussed. 		Formative and summative	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
HOW WII	LL WE RESPOND IF STUDENTS HAVE Possible Interventions	NOT LEARNED?	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will reinforce material with grammar practice. Teacher will use online resources to practice and test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test.	 Student will produce work reading, writing and speak Students will work with the that accompany the text Student will create videos Students will answer tasks comprehension of short st poetry/movies/video clips. 	ing sources. e online materials using the topic set out to show ories and/or	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums

 Teacher will show appropriate topic related movies such as Entre les Murs or Les Intouchables or various media found on UNESCO Teacher will use authentic readings in poetry or short stories such as those from Guy de Maupassant or modern day writers and/or poets. 		
HOW WILI	L WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?	
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
 Teacher will use YouTube, CD, online sources 	 Student will show they have learned the task 	Level 1: Recall vocabulary
with text, online sources on news outlets, books,	by producing	Level 2: Apply concepts
DVDs, newspapers, articles.	 A book in the target language 	Level 3: Evaluate and associate ideas learned
	o Showing ability to listen and	Level 4: Analyze information from unit and
	interpret	synthesize information from topics past and
	o Showing ability to read and	other curriculums
	interpret	
	O Showing ability to speak and write	

PROFICIENCY SCALES FOR French 4 and AP 5

	Strand: Culture	
	Topic: (Topics change depending on theme co	vered in class)
Score	Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Using a Language Level 4 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some o	ome of the more complex ideas and processes.	
	0.5	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even w	Even with help, no understanding or skill demonstrated.	
0.0			

	Strand: Writing	
	Topic: (Topics change depending on theme cov	ered in class)
	Grade: Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
7.0		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Using a Language Level 4 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	 There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
Score 1.0	 the 3.0 content. can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 	

	Strand: Speaking	
	Topic: (Topics change depending on theme co	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job! The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding	 Memorized dialogue or answers to questions Read a response with scripted notes
Score 1.0	the 3.0 content. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. O.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: (Topics change depending on theme co	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: interpret text literally pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
Score	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	
0.0		

	Strand: Listening Comprehe	nsion
	Topic: (Topics change depending on them	e covered in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	t Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary
		based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	Using a Language Level 4 material, the student:	Questions which require inference rather than specific
3.0	 comprehend main idea and details on familiar topics from a listening selection 	recall • Summarize
	form conclusions about details not specifically spoken	 Interpret listening selection by drawing a picture/chart
	 apply interpretations through a diagram/picture/expression 	
	 answer the above points with no more than 2 repetitions. 	
	The student exhibits TARGETED, COMPLEX ideas and processes no major errors or	
	omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	Ť
Score	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or	literal recall questions
2.0	omissions regarding the simpler details and processes as the student:	
	interpret selection literally	
	 pick out specific details from selection 	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding	ng
	the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content	nt.
Score	Even with help, no understanding or skill demonstrated.	
0.0		

		Strand: Culture	
		Topic: (Topics change depending on theme	covered in class)
		Level 5	
Score 4.0	In ac	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	with partial success.	
Score 3.0	f The s	a Language Level 5 material, the student:	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
Score 2.0	the 3.0 content.		 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes		
1.0	and s	and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even	Even with help, no understanding or skill demonstrated.	
0.0			

	Strar	d: Writing (Presentational/Interpersonal)
	Topic: (Topi	ics change depending on theme covered in class)
		Grade: Level 5
Score 4.0	In addition to Score 3.0, in-depth inferences and appl was taught.	lications that go beyond what Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth i with partial success.	nferences and applications
Score 3.0	Using a Language Level 5 material, the student: Can form complete sentences profici grammatical errors that impede communication. Can create sentences from a guided profice on topic. Can apply appropriate register. Can show retention from previous to with the current topic. Can effectively use appropriate them the student exhibits TARGETED, COMPLEX ideas and price if any grammatical errors that impede communication to the 3.0 content.	 Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life Particle vocabulary: old and new processes proficiently with few in.
Score 2.0	There are FOUNDATIONAL, SIMPLE details and process omissions regarding the simpler details and processes Can form sentences with some errors and/or of a can create sentences from a guided prompt with and/or omissions. Uses appropriate register some of the time and However, the student exhibits major errors or omission complex ideas and processes.	vocabulary/fill in the blank • Can complete a sentence from a picture prompt omissions. with some significant errors ad/or with support.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding
		the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or
		omissions.
	•	Not familiar with the appropriate use of register.
	With help, a partial understanding of some of the simpler details and processes	
	and so	ome of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme coverage)		
		Level 5		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	 Answers level 3 questions along with additional words that were not taught 	
		with partial success.		
Score 3.0	t	No major errors or omissions regarding 2.0 content and partial knowledge of	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt) 	
Score 2.0		the 3.0 content. e are FOUNDATIONAL, SIMPLE details and processes with no major errors or sions regarding the simpler details and processes as the student:	 Memorized dialogue or answers to questions Read a response with scripted notes 	
2.0	Howe	O can respond to specific questions in formulaic ways with a script ever, the student exhibits major errors or omissions regarding the more elex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	nead a response with scripted notes	
Score	With help, a partial understanding of some of the simpler details and processes			
1.0		ome of the more complex ideas and processes.		
_	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0		with help, no understanding or skill demonstrated.		

	Strand: Reading (Interpretiv	e)	
	Topic: (Topics change depending on theme	covered in class)	
	Level 5		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities	
	Student can: Judge meaning of unfamiliar vocabulary from context cides	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 5 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: interpret text literally pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.	<u> </u>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: Listening Comprehension (Inter	rpretive)	
		Topic: (Topics change depending on theme co	vered in class)	
	_	Level 5		
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Se	 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		● literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. 			
Score 0.0		with help, no understanding or skill demonstrated.		



CONTENT AREA: French

COURSE: Level 4 and AP 5

UNIT TITLE: Les Enquetes de Soi

DURATION: 3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 YouTube 	 To be able to form hypothetical complex sentences
Text Materials	 To be able to ask and answer a multitude of questions and negative
Online Articles	answers
 Various Books/Magazines 	 To be able to use passive voice
Online Videos	To be able to use colloquial language
UNESCO World Heritage Site	 To understand a variety of french speaking dialects
• Duolingo	 To understand the impact of multiculturalism and patriotism in
	francophone countries
	To be able to read a novella
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
I can use complex sentence structure with hypothetical situations	 How do I use hypothetical style conversation?
I can interview and be interviewed in french	 How do I conduct an in depth interview?
I can use different types of slang language	 How does multiculturalism affect francophone countries?
 I can understand the impact of multiculturalism and patriotism in 	 What are some differences in uses of idioms and slang in french va
francophone countries	our language?
I can read a novella	 What impact did the "Little Prince" have on its readers?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING	
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD	
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics of self identity surrounding the world around	х		
	them.			
1.2a, 1.2b	Writing: Students will write on topics of self identity surrounding the world around them.	х		
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics of self identity surrounding the world around them.	х		
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Students will listen on topics of self identity surrounding the world around	х		
4.2c, 4.2d	them.			
2.1a, 2.1c, 2.1d, 2.2a, 2.2c,	Culture: Students will explore cultural articles of self identity surrounding the world	х		
5.2b, 5.2d	around them.			

OBJECTIVE # 1			
REFERENCES/STANDARDS			
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTAI	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acr	oss situations.	ACADEMIC VOCABULARY	
 Reading 		Culture	Speaking
 Listening 			 Writing

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Teacher will instruct complex sentence structures using hypothetical situations Teacher will instruct complex descriptions grammar Teacher will instruct vocabulary for idioms and colloquial language Teacher will instruct the impact of multiculturalism and patriotism in francophone countries Teacher will instruct a read on the book "Le 	 Student will understand complex sentence structures using hypothetical tenses and complex descriptions Student will understand and use colloquial language and francophone dialects Students will explore the idea of patriotism and multiculturalism in francophone countries 		evel 1: Recall vocabulary evel 2: Apply concepts evel 3: Evaluate and associate ideas learned evel 4: Analyze information from unit and ynthesize information from topics past and other curriculums	
Petit Prince" INTERDISCIPLINARY CONNECTION • ELA: Grammar structures and reading	PRIOR KNOWLEDGE CONNECTIONS • Expressions for everyday use		INQUIRY CONNECTIONS •	
 comprehension as it pertains to the Little Prince Social Studies: Geography, practices and products and perspectives as relative to different french speaking countries 	Simple futureadjective descriptions			
HC	DW DO WE KNOW WHAT STUDENTS HAVE LEAF	RNED?		
ASSESSMENT DESCRIPTION		RMATIVE OR IMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Students will be assessed by creating spontaneous vocabulary to situations given on cards Students may create a video sequence showing use Students will write using hypothetical sentence str Students will have to create detailed descriptions of Students will be given reading checks along the way vocabulary and showing comprehension of material Students will listen to authentic situations and ansignment 	sumi e of colloquial language uctures of things/people. y in Le Petit Prince exploring use of al	mative L L L s	evel 1: Recall vocabulary evel 2: Apply concepts evel 3: Evaluate and associate ideas learned evel 4: Analyze information from unit and ynthesize information from topics past and other curriculums	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?					
Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
 Teacher will reinforce material with grammar practice. Teacher will use online resources to practice and test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work from listening, reading, writing and speaking sources. Students will work with the online materials that accompany the text Student will create videos using the topic Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips. Students will answer a number of handouts and online materials according to the 4 modes of communication 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums			
·	L WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?				
	Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
 Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles. 	 Student will show they have learned the task by O Producing skits or answering situations using vocabulary learned O Showing ability to listen and interpret O Showing ability to read and interpret O Showing ability to speak and write 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums			

PROFICIENCY SCALES FOR French 4 and AP 5

		Strand: Culture	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 4	
Score 4.0	In ad	ldition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	ore Using a Language Level 4 material, the student:		 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With h	elp, a partial understanding of some of the simpler details and processes and	
1.0	some (some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even v	Even with help, no understanding or skill demonstrated.	
0.0			

	Strand: Writing		
	Topic: (Topics change depending on theme covered	d in class)	
Score 4.0	Grade: Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 4 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and partial knowledge of	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life 	
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt 	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	• With h	Not familiar with the appropriate use of register. elp, a partial understanding of some of the simpler details and processes and
		of the more complex ideas and processes.

		Strand: Speaking	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) his specificity is absolutely essential here – nice job! sudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omiss Howe compl	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	 Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With I	help, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic: (Topics change depending on theme co	vered in class)
		Level 4	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Studer	nt can: judge meaning of unfamiliar vocabulary from context clues	
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	a Language Level 4 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ons.	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions	Literal recall questions
2.0	Howev	ing the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		elp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	n
		Topic: (Topics change depending on theme co	vered in class)
	_	Level 4	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Studer	nt can: judge meaning of unfamiliar vocabulary from context clues	
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	a Language Level 4 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	omissi		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are FOUNDATIONAL, SIMPLE details and processes with no major errors or	literal recall questions
2.0	• • Howe	ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		nelp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

	Strand: Culture	
	Topic: (Topics change depending on theme co	vered in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Identifies cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With h	elp, a partial understanding of some of the simpler details and processes and	
1.0	some o	some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even w	Even with help, no understanding or skill demonstrated.	
0.0			

	Strand: Writing (Presentational/Interperson	·
	Topic: (Topics change depending on theme covered Grade: Level 5	d in class)
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
30010 410	in addition to see to stoy in departmenences and approaches and go seyond what was taught.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications	
	with partial success.	
Score 3.0	Using a Language Level 5 material, the student:	Communicate via interpersonal written
	Can form complete sentences proficiently with few if any	correspondence. (email or postcard)
	grammatical errors that impede communication.	 Create sentences from a guided prompt (written,
	Can create sentences from a guided prompt that are cohesive and	oral or illustrative)
	on topic.	 Answer a topic question
	Can apply appropriate register.	Can apply a reading selection to their own life
	Can show retention from previous topics discussed by using them	117
	with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits TARGETED, COMPLEX ideas and processes proficiently with	
	few if any grammatical errors that impede communication.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	
	the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or	Can complete prompted sentences with current
	omissions regarding the simpler details and processes as the student:	vocabulary/fill in the blank
		Can complete a sentence from a picture prompt
	 Can form sentences with some errors and/or omissions. 	
	Can create sentences from a guided prompt with some significant errors	
	and/or omissions.	
	 Uses appropriate register some of the time and/or with support. 	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	can form sentences with significant errors and/or omissions.	
	• can create sentences from a guided prompt with significant errors and/or omissions.	
	 Not familiar with the appropriate use of register. With help, a partial understanding of some of the simpler details and processes and some of the more 	
	complex ideas and processes.	

	Strand: Speaking (Presentational	1)
	Topic: (Topics change depending on theme co	vered in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job! The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	 Memorized dialogue or answers to questions Read a response with scripted notes
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading (Interpretive	e)
	Topic: (Topics change depending on theme	covered in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding	Literal recall questions
	the 3.0 content.	
Score 1.0	 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. 	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension (Inter	rpretive)
		Topic: (Topics change depending on theme co	vered in class)
		Level 5	
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Stude	ent can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Se	 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or iions. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omiss Howe comp	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student:	● literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	



CONTENT AREA: French

COURSE: Level 4 and AP 5 DURATION: 3 Months

UNIT TITLE: La Science et la Technologie

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: BIG IDEA(S): • To be able to use high level sentence structure with complex ideas YouTube such as passive voice or direct or indirect discourse **Text Materials Online Articles** • To be able to discuss and decipher materials talking about technology, Various Books/Magazines science or various media sources, especially social media or science Online Videos inventions such as: the TGV or the Chunnel **UNESCO World Heritage Site**

ENDURING UNDERSTANDINGS:

Duolingo

- I can use high level sentence structures with complex grammar.
- I can decipher various sources and use them to discuss and support my stance on topics pertaining to science, technology, social media and other media.

ESSENTIAL QUESTIONS:

- How do I form complex sentence structures using passive voice, direct or indirect discourse?
- What do I need to know to discuss the new waves of tomorrow in science, media, technology?

	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END	OF THIS UNIT?	
	Standards, Concepts, Content, Skills, Products, Vocabulary		
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING
i.e. GLE/CLE/MLS/NGSS			STANDARD
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will have conversations on topics on science and technology	х	
1.2a, 1.2b	Writing: Students will write on topics on science and technology	Х	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will reading on topics on science and technology	Х	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Students will listen and communicate on topics on science and	Х	
4.2c, 4.2d	technology		
2.1a, 2.1c, 2.1d, 2.2a, 2.2c,	Culture: Students will discover topics on products, practices and perspectives on	Х	
5.2b, 5.2d	science and technology		

OBJECTIVE # 1			
REFERENCES/STANDARDS	•		
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTA		KNOW?	BE ABLE TO DO?
Concepts; essential truths that g		Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer ac	cross situations.	ACADEMIC VOCABULARY	
Reading		 Culture 	Speaking
 Listening 			Writing
	FACILITATING ACTI	VITIES – STRATEGIES AND METHODS FOR TEACHING AN	D LEARNING
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
			4=Extended Thinking)
Teacher will instruct he	ow to use passive voice	 Student will understand how to use passive 	Level 1: Recall vocabulary
 Teacher will instruct he 	ow to use direct or	voice	Level 2: Apply concepts
indirect discourse		 Student will understand how to use direct 	Level 3: Evaluate and associate ideas learned
 Teacher will instruct m 	ultiple sets of vocabulary	and indirect discourse	Level 4: Analyze information from unit and
pertaining to science, t	technology, media.	 Student will be able to use multiple sets of 	synthesize information from topics past and other
		vocabulary pertaining to science,	curriculums
		technology and media	
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
 Science 		 Adjectives (works with passive voice) 	What advancements in science and
 Media classes 		Past tense	technology make our world smaller?
		 Classroom vocabulary 	 How does science and technology
		 Some technology vocabulary 	influence us.

HO'	W DO WE KNOW WHAT STUDENTS	HAVE LEARNED?	
ASSESSMENT DESCRIPTIO	DN	FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Students will be assessed on vocabulary covered the writing and speaking Students will be assessed in presentational form 	nrough reading and listening,	Formative and summative	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
HOW	WILL WE RESPOND IF STUDENTS HA	VE NOT LEARNED?	
	Possible Interventions		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET
	Student will produce worl		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Teacher will reinforce material with grammar practice. Teacher will use online resources to practice and test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work reading, writing and speal Students will work with the that accompany the text Student will create videos Students will answer task comprehension of short speetry/movies/video clips 	cing sources. e online materials using the topic s set out to show tories and/or	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
resources to practice and test.			

HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED	0?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
 Teacher will use YouTube, CD, online sources 	 Student will show they have learned the task 	Level 1: Recall vocabulary
with text, online sources on news outlets, books,	by producing	Level 2: Apply concepts
DVDs, newspapers, articles.	 Articles and presentations 	Level 3: Evaluate and associate ideas learned
	 Showing ability to listen and 	Level 4: Analyze information from unit and
	interpret	synthesize information from topics past and other
	 Showing ability to read and 	curriculums
	interpret	
	 Showing ability to speak and write 	

PROFICIENCY SCALES FOR French 4 and AP 5

	Strand: Culture	
	Topic: (Topics change depending on theme co	vered in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student:	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With h	elp, a partial understanding of some of the simpler details and processes and	
1.0	some o	some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even w	Even with help, no understanding or skill demonstrated.	
0.0			

	Strand: Writing		
	Topic: (Topics change depending on theme covere	ed in class)	
Score 4.0	Grade: Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 4 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life 	
	the 3.0 content.		
Score 2.0	 There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt 	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
		Not familiar with the appropriate use of register. elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.

	Strand: Speaking	
	Topic: (Topics change depending on theme co	vered in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job! The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding	 Memorized dialogue or answers to questions Read a response with scripted notes
Score 1.0	 the 3.0 content. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. 	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: (Topics change depending on theme co	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
	Student can: Judge meaning of umanimal vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Using a Language Level 4 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: interpret text literally pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. O.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	n
		Topic: (Topics change depending on theme co	overed in class)
		Level 4	
Score 4.0	In ad	ldition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	a Language Level 4 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	 apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi • • Howe	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Culture		
	Topic: (Topics change depending on theme	covered in class)	
	Level 5		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture. 	
		•	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 5 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance. 	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion) 	

	14-	Postial located and after 2.0 contact by the contac	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
Coord	VAC'AL- I	the 3.0 content.	
Score		With help, a partial understanding of some of the simpler details and processes and	
1.0		some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even v	vith help, no understanding or skill demonstrated.	
0.0			

	Strand: W	riting (Presentational/Interpersonal)
		ange depending on theme covered in class)
	T	Grade: Level 5
Score 4.0	In addition to Score 3.0, in-depth inferences and applications was taught.	s that go beyond what Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	In addition to score 3.0 performance, in-depth inferent with partial success.	ces and applications
Score 3.0	Using a Language Level 5 material, the student: Can form complete sentences proficiently with grammatical errors that impede communication. Can create sentences from a guided prompt topic. Can apply appropriate register. Can show retention from previous topics discrived with the current topic. Can effectively use appropriate thematic vocation of the student exhibits TARGETED, COMPLEX ideas and processes if any grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and the 3.0 content.	 Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life Ibulary: old and new proficiently with few
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with romissions regarding the simpler details and processes as the s Can form sentences with some errors and/or omission Can create sentences from a guided prompt with some and/or omissions. Uses appropriate register some of the time and/or wit However, the student exhibits major errors or omissions regard complex ideas and processes.	vocabulary/fill in the blank Can complete a sentence from a picture prompt s. e significant errors h support.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	•	Not familiar with the appropriate use of register.
		elp, a partial understanding of some of the simpler details and processes and
	some o	of the more complex ideas and processes.

		Strand: Speaking (Presentation	nal)
		Topic: (Topics change depending on theme of	covered in class)
		Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	vo	 Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic ocabulary Uses proper grammar in line with current topics learned (past and resent) this specificity is absolutely essential here – nice job! udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some o	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	·		

		Strand: Reading (Interpretive	
		Topic: (Topics change depending on theme of	covered in class)
		Level 5	
Score 4.0		Idition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning cudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ding the simpler details and processes as the student: • interpret text literally • pick out specific details from text ver, the student exhibits major errors or omissions regarding the more lex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	Literal recall questions
Caara		the 3.0 content.	
1.0	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.Score Even with help, no understanding or skill demonstrated.		
Score 0.0			

		Strand: Listening Comprehension (Inte	rpretive)
		Topic: (Topics change depending on theme co	overed in class)
		Level 5	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
	Studen	Team: Judge meaning of amammar vocabalary from context class	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	se	 Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi Howev	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. Even with help, no understanding or skill demonstrated.		
Score 0.0			

	Strand: Culture	
	Topic: (Topics change depending on theme c	overed in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	T 4 -	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding
C	\A('+1 '	the 3.0 content.
Score		nelp, a partial understanding of some of the simpler details and processes and
1.0		of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score	Even v	vith help, no understanding or skill demonstrated.
0.0		
I		

		Strand: Writing (Presentational/Interp	personal)
		Topic: (Topics change depending on theme co	overed in class)
		Grade: Level 5	
Score 4.0	In ad	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	gr to wi	 Can form complete sentences proficiently with few if any rammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on opic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new cudent exhibits TARGETED, COMPLEX ideas and processes proficiently with few grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. 	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
Score 2.0	omissi • • Howey	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	•	Not familiar with the appropriate use of register.
		elp, a partial understanding of some of the simpler details and processes and
	some o	f the more complex ideas and processes.

		Strand: Speaking (Presentation	nal)
		Topic: (Topics change depending on theme of	•
		Level 5	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	vo	 Language Level 5 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic ocabulary Uses proper grammar in line with current topics learned (past and resent) this specificity is absolutely essential here – nice job! udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omissi Howev	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script wer, the student exhibits major errors or omissions regarding the more ex ideas and processes.	 Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score		nelp, a partial understanding of some of the simpler details and processes and	
1.0	some o	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	

		Strand: Reading (Interpretive	s)
		Topic: (Topics change depending on theme c	overed in class)
	_	Level 5	
Score 4.0		Idition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning cudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ding the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	● Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With	help, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension (Inte	erpretive)
		Topic: (Topics change depending on theme co	overed in class)
		Level 5	
Score 4.0	In add	ition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	 Sample Activities Choose a probable meaning for unfamiliar vocabulary based
	Student	can: judge meaning of unfamiliar vocabulary from context clues	on context cluesAnswer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	sele	Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening ection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. dent exhibits TARGETED, COMPLEX ideas and processes no major errors or ns.	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omission	re FOUNDATIONAL, SIMPLE details and processes with no major errors or ns regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection er, the student exhibits major errors or omissions regarding the more x ideas and processes.	● literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		elp, a partial understanding of some of the simpler details and processes and f the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even wi	th help, no understanding or skill demonstrated.	



5.2b, 5.2d

CONTENT AREA: French UNIT TITLE: Les Defis Mondiaux

COURSE: Level 4 and AP 5 DURATION: 3 Months

MATERIALS / INSTRUCTIONAL R	ESOURCES FOR THIS UNIT:	BIG IDEA(S):		
YouTube		To be able to use the subjunctive	e tense	
 Text Materials 		To be able to use relative prono	ouns and object p	ronouns
Online Articles		To be able to analyze effects of	war throughout F	rance's history
 Various Books/Magazin 	ies	To be able to discuss human rig	hts and tolerance	
 Online Videos 				
UNESCO World Heritage	e Site			
 Duolingo 				
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:		
 I can use the subjunctiv 	e tense			
 I can use relative prono 	uns and object pronouns	How do I use the subjunctive te	nse?	
 I can discuss war, huma 	n rights and tolerance for others	What are the effects of the war	left on the French	n people throughout
 I can discuss the history 	of France from the French Revolution to	their history?	•	
Napoleon and the Nazi	Occupation of France in World War 2	How can I discuss human rights	?	
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND,	AND BE ABLE TO DO AT THE END OF THIS	JNIT?	
	Standards, Concepts, Content,	, Skills, Products, Vocabulary		
REFERENCE/STANDARD	STANDARDS: Content specific standards t	that will be addressed in this unit.	MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/NGSS			STANDARD	STANDARD
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics of h	numan rights, war and government	х	
1.2a, 1.2b	Writing: Students will write on topics of hu	uman rights, war and government	х	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics of hu	uman rights, war and government	х	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Students will listen on topics of h	human rights, war and government	х	
4.2c, 4.2d				

government

OBJECTIVE # 1			
REFERENCES/STANDARDS			
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERSTA	ND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that g	ive meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer ac	ross situations.	ACADEMIC VOCABULARY	
 Reading 		Culture	Speaking
 Listening 			• Writing
	FACILITATING ACTIV	ITIES – STRATEGIES AND METHODS FOR TEACHING ANI	LEARNING
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Teacher will instruct th	e uses of subjunctive	Student will understand how to use	Level 1: Recall vocabulary
tense		subjunctive tense	Level 2: Apply concepts
 Teacher will instruct ho 	w to use relative	 Student will understand how to use relative 	Level 3: Evaluate and associate ideas learned
pronouns and object pr	onouns	pronouns and object pronouns	Level 4: Analyze information from unit and
 Teacher will teach the I 	French Revolution,	 Student will be able to discuss human rights 	synthesize information from topics past and
Napoleonic Era and Na	zi Occupied France in	and tolerance	other curriculums
World War 2		 Student will be able to discuss effects of 	
 Teacher will discuss hu 	man rights and tolerance	war in France through its history	
in French			
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
 ELA: Sentence structure 	and grammar	 Object pronouns 	What are some effects of war in French
 History: Wars and huma 	an rights/tolerance	World War 2	speaking countries?

HOV	V DO WE KNOW WHAT STUDENTS	HAVE LEARNED?	
ASSESSMENT DESCRIPTIO	N	FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Students will be assessed in writing essays on effect Students will listen to various texts on target langu Students will uses of subjunctive tense and relative HOW V	age		Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Teacher will reinforce material with grammar practice. Teacher will use online resources to practice and test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce worker reading, writing and spears will work with the that accompany the text Student will create video Students will answer task comprehension of short poetry/movies/video clip 	he online materials s using the topic s set out to show stories and/or	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums

HOW WIL	L WE RESPOND IF STUDENTS HAVE ALREADY LEARNED Possible Extensions/Enrichments	?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Teacher will use YouTube, CD, online sources	 Student will show they have learned the task 	Level 1: Recall vocabulary
with text, online sources on news outlets, books,	by producing	Level 2: Apply concepts
DVDs, newspapers, articles.	 ability to listen and interpret 	Level 3: Evaluate and associate ideas learned
	 ability to read and interpret 	Level 4: Analyze information from unit and
	 ability to speak and write 	synthesize information from topics past and
		other curriculums

PROFICIENCY SCALES FOR French 4 and AP 5

	Strand: Culture	
	Topic: (Topics change depending on theme cov	vered in class)
Score	Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student: • Can compare and contrast practices, products and perspectives from different cultures • Can illustrate or explain the topic's practice, product and/or perspective • Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. • Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
Score	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or	List differences between native and target cultures
2.0	omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score	With h	elp, a partial understanding of some of the simpler details and processes and	
1.0	some o	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even w	Even with help, no understanding or skill demonstrated.	
0.0			

	Strand: Writing		
	Topic: (Topics change depending on theme covered	d in class)	
Score 4.0	Grade: Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 4 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and partial knowledge of	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life 	
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt 	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding
		the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or
		omissions.
	•	Not familiar with the appropriate use of register.
	With h	elp, a partial understanding of some of the simpler details and processes and
	some o	f the more complex ideas and processes.

		Strand: Speaking	
		Topic: (Topics change depending on theme co	vered in class)
		Level 4	
Score 4.0	In ac	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
			 Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	th The st omiss	Uses proper grammar in line with current topics learned (past and present) nis specificity is absolutely essential here – nice job! tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omiss	ions regarding the simpler details and processes with no major errors or ions regarding the simpler details and processes as the student: o can respond to specific questions in formulaic ways with a script ever, the student exhibits major errors or omissions regarding the more lex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding	 Memorized dialogue or answers to questions Read a response with scripted notes
		the 3.0 content.	
Score		help, a partial understanding of some of the simpler details and processes and	
1.0		of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

	Strand: Reading		
	Topic: (Topics change depending on theme co	overed in class)	
	Level 4		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 4 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart 	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions	
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: Listening Comprehension	1
		Topic: (Topics change depending on theme co	vered in class)
	_	Level 4	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Studer	nt can: judge meaning of unfamiliar vocabulary from context clues	
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	a Language Level 4 material, the student: comprehend main idea and details on familiar topics from a listening lection form conclusions about details not specifically spoken	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	• The stromissi	apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ons.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are FOUNDATIONAL, SIMPLE details and processes with no major errors or	literal recall questions
2.0	• • Howe	ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With h	nelp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: (Topics change depending on theme cov	vered in class)
		Level 5	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
		was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications	 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	with partial success.	
Score 3.0	di pe pe us The st or omi	 Can compare and contrast practices, products and perspectives from fferent cultures Can illustrate or explain the topic's practice, product and/or expective Develop a logical argument on why the practices, products and exspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are sed in another culture or influence another culture. udent exhibits TARGETED, COMPLEX ideas and processes with no major errors issions. 	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

	Strand: Writing (Presentational/Interper	rsonal)	
	Topic: (Topics change depending on theme cov	ered in class)	
	Grade: Level 5		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	 Sample Activities Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Using a Language Level 5 material, the student:	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life 	
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt 	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	•	can form sentences with significant errors and/or omissions.
1.0	•	can create sentences from a guided prompt with significant errors and/or omissions.
	•	Not familiar with the appropriate use of register.
	With help, a partial understanding of some of the simpler details and processes and	
	some o	f the more complex ideas and processes.

	Strand: Speaking (Presentationa	al)
	Topic: (Topics change depending on theme co	overed in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here — nice job! The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions. 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. With help a partial understanding of some of the simpler details and processes and	 Memorized dialogue or answers to questions Read a response with scripted notes
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
Score 0.0	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. Even with help, no understanding or skill demonstrated.	

		Strand: Reading (Interpretive)	
		Topic: (Topics change depending on theme co	vered in class)
		Level 5	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
	State	dan jaage meaning or amammar vocasarary non-context claes	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regard	are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ling the simpler details and processes as the student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	● Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content	
Score 0.0			

		Strand: Listening Comprehension (Inter	pretive)
		Topic: (Topics change depending on theme co	vered in class)
		Level 5	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities
			 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	se	 Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening lection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. udent exhibits TARGETED, COMPLEX ideas and processes no major errors or ons. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omission	 are FOUNDATIONAL, SIMPLE details and processes with no major errors or ons regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more excideas and processes. 	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	re With help, a partial understanding of some of the simpler details and processes and		
1.0	some o	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0			



CONTENT AREA: French

COURSE: Level 4 and AP 5

UNIT TITLE: Les Esthetiques

DURATION: 3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
YouTube	To be able to understand the differences in usage of articles
Text Materials	To be able to understand the evolution of cinema in France
Online Articles	To be able to discuss the evolution of art and architecture in France
Various Books/Magazines	To be able to understand the influence of "the look"
Online Videos	
UNESCO World Heritage Site	
Duolingo	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
I can appreciate the evolution of cinema.	How has art, architecture and cinema influenced us throughout
I can understand the significance of art and architecture throughout the	history?
francophone culture	• How has the idea of style and someone's "look" evolved?
I can discuss the evolution of the "look" and importance of appearance	
for Europeans.	

	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary					
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD			
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Student will speak on topics on esthetics	X				
1.2a, 1.2b	Writing: Student will write on topics on esthetics	х				
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Student will read on topics on esthetics	х				
4.1a, 4.1b, 4.1c, 4.2a, 4.2b,	Listening: Student will listen and interpret on topics on esthetics	Х				
4.2c, 4.2d						
2.1a, 2.1c, 2.1d, 2.2a, 2.2c,	Culture: Students will explore products, practices and perspectives of esthetics	Х				
5.2b, 5.2d	throughout the world					

OBJECTIVE # 1				
REFERENCES/STANDARDS				
i.e. GLE/CLE/MLS/NGSS				
			WHAT SHOULD STUDENTS	
UNDERST	AND?		KNOW?	BE ABLE TO DO?
Concepts; essential truths that	give meaning to the topic;	F	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer o	across situations.		ACADEMIC VOCABULARY	
 Reading 		•	Culture	 Speaking
 Listening 				Writing
	FACILITATING ACTIV	VITIES –	STRATEGIES AND METHODS FOR TEACHING AN	D LEARNING
TEACHER INSTRUCT	IONAL ACTIVITY		STUDENT LEARNING TASK	DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
				4=Extended Thinking)
Teacher will instruct t	the uses of articles	•	Student will understand the uses of articles	Level 1: Recall vocabulary
 Teacher will teach ab 	out the evolution of	•	Student will understand the history of	Level 2: Apply concepts
cinema			cinema	Level 3: Evaluate and associate ideas learned
 Teacher will discuss the 	he impacts of various	•	Student will understand the impact of art	Level 4: Analyze information from unit and
styles of art and archi	tecture		and architecture in Europe	synthesize information from topics past and other
 Teacher will discuss the 	he importance of style	•	Student will be able to discuss the	curriculums
			importance of style in cultures	
INTERDISCIPLINAR	Y CONNECTION		PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
 Clothing 		•	Activities	 How do the arts influence who we are?
Media		•	Clothing	
History		•	History	
		•	Impressionism	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
ASSESSMENT DESCRIPTION	N	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Students will be assessed over style of cinema. Compare and contrast styles of cinema Students will be assessed over the history of cinema and different forms of art and architecture Students will be assessed over the usage of articles in French vs English 		Formative and summative	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		
HOW V	NILL WE RESPOND IF STUDENTS HA Possible Interventions	VE NOT LEARNED?			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Teacher will reinforce material with grammar practice. Teacher will use online resources to practice and test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. 	 Student will produce work reading, writing and speak Students will work with the that accompany the text Student will create videos Students will answer tasks comprehension of short stepoetry/movies/video clips. Students will watch movies significant movements in constructions. Students will analyze movies. 	ing sources. e online materials using the topic set out to show ories and/or s depicting inema	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums		

HOW W	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?				
	Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
		4=Extended Thinking)			
	 Student will show they have learned the task 	Level 1: Recall vocabulary			
	by producing	Level 2: Apply concepts			
 Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles. 	 Showing ability to listen and interpret Showing ability to read and 	Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other			
	interpret O Showing ability to speak and write Student will watch various films and video clips	curriculums			

PROFICIENCY SCALES FOR French 4 and AP 5

	Strand: Culture	
	Topic: (Topics change depending on theme	covered in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	 Using a Language Level 4 material, the student: Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic's practice, product and/or perspective Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture. The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of 	 Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Identifies cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and	
30016 1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		
30010 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: (Topics change depending on theme cove	ered in class)
Score 4.0	Grade: Level 4 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
Score 3.0	Using a Language Level 4 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. No major errors or omissions regarding 2.0 content and partial knowledge of	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
Score 2.0	the 3.0 content. There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
Score 1.0	 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 	

	Strand: Speaking	
	Topic: (Topics change depending on theme c	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Answers level 3 questions along with additional words that were not taught
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job! The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: O can respond to specific questions in formulaic ways with a script However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Memorized dialogue or answers to questions Read a response with scripted notes
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading	
	Topic: (Topics change depending on theme co	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: interpret text literally pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
Score	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	
0.0		

	Strand: Listening Comprehensi	on
	Topic: (Topics change depending on theme c	overed in class)
	Level 4	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 4 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding	literal recall questions
Score 1.0	the 3.0 content. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: (Topics change depending on theme co	vered in class)
		Level 5	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
		was taught.	
			 Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using	a Language Level 5 material, the student:	Compare and contrast target culture with native or
		Can compare and contrast practices, products and perspectives from	other cultural community
	di	fferent cultures	 Create a pamphlet/booklet on helpful hints for a
		Can illustrate or explain the topic's practice, product and/or	traveler in that country
	ре	erspective	Using evidence in class discussion, hypothesize
	l n	Develop a logical argument on why the practices, products and erspectives discussed may work or not work in another culture.	why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	P	Cite evidence as to how practices, products and perspectives are	Can research a topic, not discussed in class, and
	119	sed in another culture or influence another culture.	explain the cultural significance.
		udent exhibits TARGETED, COMPLEX ideas and processes with no major errors	explain the cultural significance.
		issions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	1	are FOUNDATIONAL, SIMPLE details and processes with no major errors or	List differences between native and target cultures
	omissi	ons regarding the simpler details and processes as the student:	Recall cultural topic information discussed in class.
		Identifies cultural differences	Can be done in a variety of ways including orally, written or in
	_	 recognizes ways that cultural differences are manifested However, 	discussion)
	1	e student exhibits major errors or omissions regarding the more complex	
		eas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	1	nelp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	vith help, no understanding or skill demonstrated.	

	Strand: Writing (Presentational/Interperson	nal)
	Topic: (Topics change depending on theme covere	ed in class)
Score 4.0	Grade: Level 5 In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		 Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.	 Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: • Can form sentences with some errors and/or omissions. • Can create sentences from a guided prompt with some significant errors	 Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
	and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
Score 1.0	 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 	

		Strand: Speaking (Presentationa	nal)	
		Topic: (Topics change depending on theme co	covered in class)	
		Level 5		
Score 4.0	In ad	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities	
			 Answers level 3 questions along with additional words were not taught 	that
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	vo	 a Language Level 5 material, the student: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic ocabulary Uses proper grammar in line with current topics learned (past and resent) this specificity is absolutely essential here – nice job! cudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. 	 Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation picture prompt) 	
Score 2.0	omissi	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: o can respond to specific questions in formulaic ways with a script ver, the student exhibits major errors or omissions regarding the more lex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	Memorized dialogue or answers to questions Read a response with scripted notes	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0		with help, no understanding or skill demonstrated.		

	Strand: Reading (Interpretive	e)
	Topic: (Topics change depending on theme	covered in class)
	Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	Student can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student:	 Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally • pick out specific details from text However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. 0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content. 	_
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension (Into	erpretive)
		Topic: (Topics change depending on theme of	overed in class)
		Level 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	 Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Se	 a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. cudent exhibits TARGETED, COMPLEX ideas and processes no major errors or ions. 	 Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	omiss	are FOUNDATIONAL, SIMPLE details and processes with no major errors or ions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	



CONTENT AREA: French

COURSE: Level 4 and AP 5

UNIT TITLE: La Vie Contemporaine

DURATION: 3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

YouTube

Text Materials

Online Articles

Various Books/Magazines

Online Videos

UNESCO World Heritage Site

Duolingo

BIG IDEA(S):

To analyze various types of rites of passages through life in francophone cultures

To be able to communicate using future forms

To describe using higher level description language

To be able to explain differences in educational structures

To interpret various forms of literature pertaining to rites of passage

ENDURING UNDERSTANDINGS:

I can analyze various types of rites of passages in

francophone cultures

I am able to communicate using future forms

I can describe various people and places using a higher level of descriptive language

I am able to explain differences in educational structures
I can interpret various forms of literature pertaining to
rites of passage

ESSENTIAL QUESTIONS:

How do rites of passages from infancy to adolescents affect environment and community?

How can I use various forms of future tenses to describe my future plans?

How can I use higher level language to describe people, places and things with more fluent language?

What are the differences in educational structures in various francophone countries?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

	Standards, Concepts, Content, S	kills, Products, Vocabular	ry
REFERENCE/STANDARD	STANDARDS: Content specific	MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	standards that will be addressed in	STANDARD	
	this unit.		
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak along	Х	
	topics of contemporary life		
1.2a, 1.2b	Writing: Students will write on topics	Х	
	of contemporary life		
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read about	х	
	topics of contemporary life		
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students will listening and	Х	
	communicate on topics of		
	contemporary life		
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will discover topics	х	
	on products, practices and		
	perspectives on contemporary life		

OBJECTIVE # 1		
REFERENCES/STANDARDS	1.1b, 1.3a, 1.3b, 5.2	
i.e. GLE/CLE/MLS/NGSS		
	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the	Facts, Names, Dates, Places, Information,	Skills; Products
topic; ideas that transfer across situations.	ACADEMIC VOCABULARY	
Reading	 Culture 	 Speaking
Listening		• Writing
FACILITATING A	ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AN	ID LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)

Teacher will instruct high levels of future tense forms. Teacher will instruct high level descriptive language. Teacher will instruct various rites of passage in francophone culture Teacher will discuss educational structures within francophone cultures	 Student will communicate using various future forms Student will communicate using various descriptions. Student will discuss rites of passage Student will discuss educational structures 	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Sociology/History: Student will apply knowledge of education and rites of passage ELA: Students will work with various grammar, speaking, reading and writing skills	 Simple future tense Adjective, adverbs and how to describe Vocabulary on education and family structures 	
	HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Students will be assessed through listening, reading, writing and speaking on rites of passage in francophone countries and educational differences. Students will create presentations on rites of passage and/or educational differences Students will have debates on rites of passage and/or educational differences.	Formative and summative	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums
Н	OW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

test Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic Teacher will use a number of listening resources to practice and test. Teacher will use a number of writing and reading resources to practice and test. Teacher will show movies that pertain to the topics discussed. Level 4: Analyze information from unit synthesize information from topics pass other curriculums Level 4: Analyze information from unit synthesize information from topics pass other curriculums	Teacher will use flip videos created or found on YouTube or other various sources. Teacher will instruct to class or small groups. Teacher will hold debates in target language on the topic • Student will create videos using the topic • Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.
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INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET	
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.	Student will show they have learned the task by producing • A presentation written or oral pertaining to the topics covered • Showing ability to listen and interpret • Showing ability to read and interpret • Showing ability to speak and write	Level 1: Recall vocabulary Level 2: Apply concepts Level 3: Evaluate and associate ideas learned Level 4: Analyze information from unit and synthesize information from topics past and other curriculums	

PROFICIENCY SCALES FOR French 4 and AP 5

Strand: Culture				
	Topic: (Topics change depending on theme covered in class)			
	Level 4			
Score	In addition to Score 3.0, in-depth inferences and applications that go	Sample Activities		
4.0	beyond what was taught.	Can discuss ways cultural differences inform behaviors and		

	l		
			language Design a cultural activity that mirrors one studied in class.
			Defend/Discuss/Critique why certain cultural concepts learned
			would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and	
		applications with partial success.	
Score 3.0	_	a Language Level 4 material, the student:	Compare and contrast target culture with native or other cultural
3.0		ompare and contrast practices, products and perspectives from	community
		ifferent cultures	Create a pamphlet/booklet on helpful hints for a traveler in that country
		ustrate or explain the topic's practice, product and/or perspective	Using evidence in class discussion, hypothesize why certain behaviors
		op a logical argument on why the practices, products and	would be or not be acceptable/appropriate in one culture but not in another.
		erspectives discussed may work or not work in another culture. vidence as to how practices, products and perspectives are used in	Can research a topic, not discussed in class, and explain the cultural
		nother culture or influence another culture.	significance.
	-	cudent exhibits TARGETED, COMPLEX ideas and processes with no	significance.
		errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial	
		knowledge of the 3.0 content.	
Score	There	are FOUNDATIONAL, SIMPLE details and processes with no major	List differences between native and target cultures
2.0	errors or omissions regarding the simpler details and processes as the		Recall cultural topic information discussed in class. Can be done in a
	student:		variety of ways including orally, written or in discussion)
	Identifies cultural differences		
	_	nizes ways that cultural differences are manifested However, the	
	student exhibits major errors or omissions regarding the more		
		omplex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions	
		regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and		
	processes and some of the more complex ideas and processes.		
<u> </u>	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	ith help, no understanding or skill demonstrated.	
	l		

Strand: Writing
Topic: (Topics change depending on theme covered in class)
Grade: Level 4

Score			Sample Activities
4.0		go beyond what was taught.	Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can for good Can a Can s w Can e The s profice	Ta Language Level 4 material, the student: Orm complete sentences proficiently with few if any rammatical errors that impede communication. Treate sentences from a guided prompt that are cohesive and on topic. In pply appropriate register. Thow retention from previous topics discussed by using them with the current topic. If fectively use appropriate thematic vocabulary: old and new tudent exhibits TARGETED, COMPLEX ideas and processes ciently with few if any grammatical errors that impede nunication.	Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
	2.5	No major errors or omissions regarding 2.0 content and	
Score 2.0			Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	1	an form sentences with significant errors and/or omissions. an create sentences from a guided prompt with significant	

errors and/or omissions.

Not familiar with the appropriate use of register.

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

		Strand: Speaking	
		Topic: (Topics change depending on theme covered in o	class)
		Level 4	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	taught.		Answers level 3 questions along with additional words that were not taught
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Uses Avoid Uses Has n Uses Uses The s omiss		Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
Score 2.0	regar	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions ding the simpler details and processes as the student: can respond to specific questions in formulaic ways with a script ever, the student exhibits major errors or omissions regarding the more complex ideas processes.	Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of the more lex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Reading	
		Topic: (Topics change depending on theme covered in cla	ss)
		Level 4	1
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
4.0			Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	Using	a Language Level 4 material, the student:	Questions which require inference rather than
3.0	comprehend main idea and details on familiar topics from a text		specific recall
	form conclusions about details not specifically listed in text		Summarize
	apply interpretations through a diagram/picture/expression		Interpret reading selection by drawing a
	rephrase text to explain meaning		picture/chart
	The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are FOUNDATIONAL, SIMPLE details and processes no major errors or	Literal recall questions
2.0	omis	sions regarding the simpler details and processes as the student:	
	inter	pret text literally	
	pick out specific details from text		
	However, the student exhibits major errors or omissions regarding the more		
	complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With I	help, a partial understanding of some of the simpler details and processes and some of the more	
1.0	compl	ex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension		
		Topic: (Topics change depending on theme covered in c	lass)	
		Level 4		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities	
4.0			Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	; a Language Level 4 material, the student:	Questions which require inference rather than	
3.0		rehend main idea and details on familiar topics from a listening selection	specific recall	
		conclusions about details not specifically spoken	Summarize	
		interpretations through a diagram/picture/expression	Interpret listening selection by drawing a	
	answer the above points with no more than 2 repetitions.		picture/chart	
	1	tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score	With help, a partial understanding of some of the simpler details and processes and some of			
1.0	the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score	ore Even with help, no understanding or skill demonstrated.			
0.0				

		Strand: Co	ulture		
		Topic: (Topics change depending	g on theme covered in class)		
	Level 5				
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	Can c d Can il Devel p Cite e a The s	a Language Level 5 material, the student: compare and contrast practices, products and perspectives from different cultures flustrate or explain the topic's practice, product and/or perspective flop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Evidence as to how practices, products and perspectives are used in another culture or influence another culture. Estudent exhibits TARGETED, COMPLEX ideas and processes with no r errors or omissions.	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another. Can research a topic, not discussed in class, and explain the cultural significance.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	errors stude Ident recog	ifies cultural differences grizes ways that cultural differences are manifested. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
Score 1.0		nelp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0		with help, no understanding or skill demonstrated.			

		Topic: (Topics change depending			
	Grade: Level 5				
Score	In ac	ddition to Score 3.0, in-depth inferences and applications that go	Sample Activities		
4.0	beyond what was taught.		Communicate via presentational written correspondence. This involves summarizing main points from a written and audio soul and formulating an opinion.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	 Using a Language Level 5 material, the student: Can form complete sentences proficiently with few if any grammatical errors that impede communication. Can create sentences from a guided prompt that are cohesive and on topic. Can apply appropriate register. Can show retention from previous topics discussed by using them with the current topic. Can effectively use appropriate thematic vocabulary: old and new The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication. 		Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions			
Score 1.0	Ca N With h	regarding the 3.0 content. an form sentences with significant errors and/or omissions. an create sentences from a guided prompt with significant errors and/or omissions. ot familiar with the appropriate use of register. elp, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.			

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoids first language interference (direct translation)		Respond to interview questions	
	Uses comprehensible pronunciation		Answer questions	
	Has natural fluidity		Tell story	
	Uses current thematic vocabulary along with previous thematic vocabulary		Narrate a situation (fashion show, presentation,	
	Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!		picture prompt)	
	The s	tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.		
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score	There	are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions	
2.0	regar	ding the simpler details and processes as the student:	Read a response with scripted notes	
	can respond to specific questions in formulaic ways with a script			
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
-	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With help, a partial understanding of some of the simpler details and processes and some of the more			
1.0	compl	ex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)		
		Topic: (Topics change depending on theme covered in c	lass)	
		Level 5		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities	
4.0			Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	_	a Language Level 5 material, the student:	Questions which require inference rather than	
3.0		rehend main idea and details on familiar topics from a text	specific recall	
	form conclusions about details not specifically listed in text		Summarize	
	apply interpretations through a diagram/picture/expression		Interpret reading selection by drawing a	
	rephrase text to explain meaning		picture/chart	
	The student exhibits TARGETED, COMPLEX ideas and processes no major errors or			
	omissions.			
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score		e are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions	Literal recall questions	
2.0	regarding the simpler details and processes as the student:			
	interpret text literally			
	pick out specific details from text			
		ever, the student exhibits major errors or omissions regarding the more complex ideas		
	and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	· · · · · · · · · · · · · · · · · · ·			
1.0	complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score	Even	with help, no understanding or skill demonstrated.		
0.0				

		Strand: Listening Comprehension (Interpretive)	
		Topic: (Topics change depending on theme covered in cl	ass)
		Level 5	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	Using	a Language Level 5 material, the student:	Questions which require inference rather than
3.0	comp	rehend main idea and details on familiar topics from a listening selection	specific recall
	form	conclusions about details not specifically spoken	Summarize
	apply interpretations through a diagram/picture/expression		Interpret listening selection by drawing a
	answer the above points with no more than 2 repetitions.		picture/chart
	The s	tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	literal recall questions
2.0	regarding the simpler details and processes as the student:		
	interpret selection literally		
	pick out specific details from selection		
	However, the student exhibits major errors or omissions regarding the more complex ideas		
	and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score			
1.0	complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	