



# 7-12 World Language French

May 11, 2017 Board Approved  
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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### **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 21<sup>st</sup> 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 conducted 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 <i>What the student is able to do</i>
1	Unit 1	<ul style="list-style-type: none"> <li>• Subject Pronouns</li> <li>• Regular ER Verbs</li> <li>• Negation</li> <li>• Definite &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings/Farewells</li> <li>• School Classes &amp; Supplies</li> <li>• Likes/Dislikes</li> <li>• Numbers to 60</li> <li>• Alphabet/Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Where French is spoken around the world.</li> <li>• Tu &amp; Vous</li> </ul>	<ul style="list-style-type: none"> <li>• I can introduce myself.</li> <li>• I can greet people.</li> <li>• I can formulate simple sentences with ER verbs.</li> <li>• I can use numbers through 60.</li> <li>• I can discuss my likes and dislikes</li> </ul>
1	Unit 2	<ul style="list-style-type: none"> <li>• Etre</li> <li>• Avoir</li> <li>• Possessive Adjectives (all)</li> <li>• Adjective Agreement</li> <li>• Prepositions-sur, dans, derrière, devant, sous</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives incl. Colors</li> <li>• Family Members</li> <li>• Leisure Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sundays are Family Days</li> <li>• Family Law</li> <li>• Allocation Familiale</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my family.</li> <li>• I can use adjectives correctly.</li> <li>• I can explain ownership of items.</li> <li>• I can indicate where people and items are located.</li> <li>• I can use the verb etre.</li> <li>• I can use the verb avoir.</li> </ul>
1	Unit 3	<ul style="list-style-type: none"> <li>• Aller</li> <li>• Future Simple</li> <li>• Contractions with à, de</li> </ul>	<ul style="list-style-type: none"> <li>• Places Around Town</li> <li>• Restaurant, Food, &amp; Drink</li> <li>• Opinions</li> <li>• Numbers 60-100, then 1000</li> <li>• Question Words</li> <li>• Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Restaurant etiquette</li> <li>• Mealtimes are different</li> <li>• Meal structure is different: Breakfast very light, lunch is heaviest meal, dinner is light</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the verb aller.</li> <li>• I can discuss what I will do in the near future.</li> <li>• I can order at the restaurant.</li> <li>• I can give my opinion.</li> <li>• I can count to up to 1000</li> <li>• .I can ask and answer questions.</li> <li>• I can give and understand directions.</li> </ul>

1	Unit 4	<ul style="list-style-type: none"> <li>• Faire</li> <li>• IR &amp; RE Verbs</li> </ul> *Comparatives/Superlatives	Weather/Temperature Calendar *Clothing (Revisit L2)	<ul style="list-style-type: none"> <li>• Provinces/</li> <li>• Regions in France</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the weather.</li> <li>• I can talk about the date and time.</li> <li>• I can use the verb faire.</li> <li>• I can use IR verbs.</li> <li>• I can use RE verbs.</li> <li>• I can compare and state my preferences.</li> </ul>
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Scope and Sequence: French II

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills <i>What the student is able to do</i>
2	Unit 1	<ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Adjective agreement (BAGS)</li> <li>• Asking questions (who, what, when, where, at what time.)</li> <li>• Lui and Leur</li> </ul>	<ul style="list-style-type: none"> <li>• *clothing review*</li> <li>• Likes/Dislikes</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Paris and Metro</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what I wear for different weather and activities.</li> <li>• I can ask about, as well as describe myself and others.</li> <li>• I can use indirect object pronouns.</li> </ul>
2	Unit 2	<ul style="list-style-type: none"> <li>• Partitive</li> <li>• Object Pronouns: le, la, les, y, en</li> <li>• Quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Food-</li> <li>• Fruits</li> <li>• Vegetables</li> <li>• Meats</li> <li>• Stores</li> </ul>	<ul style="list-style-type: none"> <li>• Cuisine throughout France.</li> <li>• Meals</li> <li>• Shopping for meals</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about differing quantities of food and where to buy them.</li> <li>• I can describe which food is popular by region in France.</li> <li>• I can shop for items on a grocery list.</li> <li>• I can use object pronouns.</li> </ul>
2	Unit 3	<ul style="list-style-type: none"> <li>• Reflexive Verbs</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Parts of the body</li> <li>• Illnesses</li> <li>• Toiletries</li> </ul>	<ul style="list-style-type: none"> <li>• Health Care</li> <li>• Going to the Dr./Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you how I get ready in the morning</li> <li>• I can tell others what's wrong if I'm sick.</li> <li>• I can give advice to someone who isn't feeling well.</li> </ul>
2	Unit 4	<ul style="list-style-type: none"> <li>• Passé composé</li> <li>• Avoir</li> <li>• Etre</li> <li>• Reflexive</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend activities</li> </ul>	<ul style="list-style-type: none"> <li>• Popular leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• I can use both etre and avoir to describe events from the past.</li> <li>• Know what French people do in their free time.</li> </ul>

Scope and Sequence: French III

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills <i>What the student is able to do</i>
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	<input type="checkbox"/> Present and complex forms of present*	<input type="checkbox"/> Preserving the French Community	<input type="checkbox"/> Adolescent differences	<input type="checkbox"/> I can discuss social differences <input type="checkbox"/> I can discuss various cultural

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

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

\*Denotes it can be moved.



<p><b>CONTENT AREA:</b> World Languages</p> <p><b>COURSE:</b> World Languages and Cultures</p>	<p><b>UNIT TITLE:</b> French</p> <p><b>DURATION:</b> 5 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Textbook, online materials</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• I can greet others and introduce myself.</li> <li>• I can count to 70</li> <li>• I can talk about the calendar, time, and weather.</li> <li>• I can identify the colors.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary used with Introductions and Greetings</li> <li>• Understand the difference between “tu” vs “vous”</li> <li>• Where French is spoken</li> <li>• Counting, Weather, Calendar</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• How do I greet others?</li> <li>• How do I count to 70?</li> <li>• How do I talk about the calendar, time, and weather?</li> <li>• How do I talk about colors?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	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.	x	
1.2	Students understand and interpret written and spoken language on a variety of topics.	x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x	
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	x	
4.1	Students demonstrate understanding of the nature of	x	



	language through comparisons of the language studied and their own.		
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	X	
<b>French Unit</b>		<b>Greetings, Numbers, Calendar, Weather, Time, Colors</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		<ul style="list-style-type: none"> <li>1.1, 1.2, 2.1, 3.2, 4.1, 4.2</li> <li></li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Listening and Reading</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Grammar and Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking and Writing</b>	
<ul style="list-style-type: none"> <li>The cultural importance of proper greetings and introductions.</li> <li>Using numbers</li> <li>Formal vs Informal Speech</li> </ul>	<input type="checkbox"/> Subject pronouns <input type="checkbox"/> Tu vs Vous <input type="checkbox"/> Cognates	Students will be able to talk and write about: <ul style="list-style-type: none"> <li>Introductions</li> <li>Numbers through 70</li> <li>Calendar</li> <li>Weather</li> <li>Time</li> <li>Colors</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Listening to the teacher, each other, videos, and audio tracks.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Answering questions based on listening exercises.</b></li> </ul>	<b>1-4</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>ELA: Grammar, Speech, Parts of Speech</li> </ul>	<input type="checkbox"/> French and English share many cognates	<input type="checkbox"/> How is language structured differently in English and French?	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Reading exercises with comprehension questions</li> <li>• Cultural questions</li> <li>• Speaking scenarios</li> </ul>	Both	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention Time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<input checked="" type="checkbox"/> Recorded practice online <input checked="" type="checkbox"/> What additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language. (BBC, Duolingo)</li> <li>• Read articles about French culture and history</li> </ul>	<input checked="" type="checkbox"/> Learn numbers 1-100	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

Strand: Culture			
Topic:			
Level 1			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• Create a cultural representation of the topic applied in our own culture.</li> <li>• Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Writing</b>
<b>Topic:</b>
<b>Grade: Level 1</b>

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with</li> </ul>		

	<p>significant errors and/or omissions.</p> <ul style="list-style-type: none"> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	
<p><b>Strand: Language Usage and Syntax</b></p>		
<p><b>Topic:</b></p>		
<p><b>Level 1</b></p>		
<p><b>Score 4.0</b></p>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li><b>Open-ended assignment requiring the structure in several different</b></li> </ul>

	<ul style="list-style-type: none"> <li>can evaluate the rules and grammar topics of specific concepts and cross list it with their native language.</li> </ul>	<b>situations</b> <ul style="list-style-type: none"> <li><b>Make a lesson plan teaching the concept</b></li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Answer questions which require target structure</li> <li>Produce target structure in directed activities</li> </ul>
	<b>2.5</b> <ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	<ul style="list-style-type: none"> <li>Completing examples from a given set of choices</li> </ul>
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>		
<b>Topic:</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> </ul>	<b>Sample Activities</b> <ul style="list-style-type: none"> <li><b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Can extrapolate on various topics.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Uses complete sentences to respond appropriately on familiar topics</li> <li>• Avoids first language interference (direct translation)</li> <li>• Uses comprehensible pronunciation</li> <li>• Has natural fluidity</li> <li>• Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>• Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading</b>		
<b>Topic:</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>• Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>• Answer a true/false question with an explanation of why</li> </ul>



	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension</b>		
<b>Topic:</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>

	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA: French</b>  <b>COURSE: LEVEL 1</b>	<b>UNIT TITLE: Greetings, Conjugation, Numbers</b>  <b>UNIT DURATION: 8 Weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>	<b>BIG IDEA(S):</b>
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<ul style="list-style-type: none"> <li>● Textbook</li> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> </ul>	<ul style="list-style-type: none"> <li>● I can use subject pronouns and verbs as basic building blocks for sentences in French.</li> <li>● I can introduce and talk about myself.</li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary used with introductions and greetings</li> <li>● Making a simple sentence with a set group of verbs</li> <li>● Understand the difference between “tu” vs “vous”</li> <li>● Where French is spoken around the world</li> <li>● Counting</li> <li>● Vocabulary surrounding school supplies</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I introduce myself?</li> <li>● Can I greet people?</li> <li>● Can I formulate simple sentences with ER verbs?</li> <li>● Can I use numbers through 60?</li> <li>● Can I discuss my likes and dislikes?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	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.	x	
1.2	Students understand and interpret written and spoken language on a variety of topics.	x	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x	
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	x	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	x	

<b>Unit 1</b>	<b>Greetings, ER Verbs, Numbers 0-60</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Listening and Reading</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Grammar and Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking and Writing</b>
<ul style="list-style-type: none"> <li>The cultural importance of proper greetings and introductions.</li> <li>How to communicate about items within the classroom.</li> <li>Forming simple sentences in affirmative and negative</li> <li>Using numbers</li> <li>Formal vs Informal Speech</li> </ul>	<ul style="list-style-type: none"> <li>Subject pronouns</li> <li>Regular ‘er’ verbs</li> <li>Ne...pas</li> <li>Definite &amp; Indefinite Articles</li> <li>Conjunctions</li> <li>Tu vs Vous</li> </ul>	Students will be able to talk and write about: <ul style="list-style-type: none"> <li>introductions</li> <li>simple sentences with er verbs</li> <li>numbers through 60</li> <li>likes and dislikes</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li><b>Listening to the teacher, each other, videos, and audio tracks.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Answering questions based on listening exercises.</b></li> </ul>	<b>1-3</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>ELA: Grammar, Speech, Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>How is language structured differently in English and French?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening exercises</li> <li>Writing a paragraph</li> <li>Reading exercises with comprehension questions</li> </ul>	Both	1-4

<ul style="list-style-type: none"> <li>• Cultural questions</li> <li>• Speaking scenarios</li> </ul>		
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention Time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded practice online</li> <li>• What additional instructional videos</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language. (BBC, Duolingo)</li> <li>• Read French articles</li> </ul>	<ul style="list-style-type: none"> <li>• Learn numbers 1-100</li> </ul>	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>		
<b>Topic: Greetings, Conjugation, Numbers</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors</li> </ul>

	<ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>● Compare and contrast target culture with native or other cultural community</li> <li>● Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>● Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Writing</b>		
<b>Topic: Greetings, Conjugation, Numbers</b>		
<b>Grade: Level 1</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>● can form complete and complex sentences/thoughts.</li> </ul>	<b>Sample Activities</b>

	<ul style="list-style-type: none"> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

<b>Score 1.0</b>	<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>		
<b>Topic: Greetings, Conjugation, Numbers</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Can initiate speech spontaneously on familiar topics</li> <li>• Can apply new vocabulary to the topic</li> </ul>	<b>Sample Activities</b>



	<ul style="list-style-type: none"> <li>• Can extrapolate on various topics.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Uses complete sentences to respond appropriately on familiar topics</li> <li>• Avoids first language interference (direct translation)</li> <li>• Uses comprehensible pronunciation</li> <li>• Has natural fluidity</li> <li>• Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>• Uses proper grammar in line with current topics learned (past and present)</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

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

		<ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Listening Comprehension**

**Topic: Greetings, Conjugation, Numbers**

**Level 1**

<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	<b>Sample Activities</b>
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		<ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**CONTENT AREA: French**

**COURSE: LEVEL 1**

**UNIT TITLE: Family, Adjectives, Être, Avoir**

**UNIT DURATION: 8 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Textbook</li> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● I can talk about my family.</li> <li>● I can describe people.</li> <li>● I can explain ownership of items.</li> <li>● I can indicate where people and things are.</li> <li>● I can conjugate être and avoir.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● French cultural understanding of family is different than American perception of family.</li> <li>● Irregular verbs have their own conjugation patterns which are different than ER verbs.</li> <li>● Adjective placement is different in French than it is in English.</li> <li>● Explaining ownership depends on gender of the item, not the person who owns it.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● Can I talk about my family?</li> <li>● Can I use adjectives?</li> <li>● Can I explain ownership of items?</li> <li>● Can I indicate where people and items are located?</li> <li>● Can I use the verb être?</li> <li>● Can I use the verb avoir?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	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.	x	
1.2	Students understand and interpret written and spoken language on a variety of topics.	x	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	x	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.		x
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	x	

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

<b>Unit 2</b>	<b>Être, Avoir, Adjectives, Family, Prepositions</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Listening and Reading</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Grammar and Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking and Writing</b>	
Students will be able to read about or listen to scenarios to identify: <ul style="list-style-type: none"> <li>Family members</li> <li>Description of people.</li> <li>Ownership of items.</li> <li>Where people and things are.</li> <li>Être and avoir.</li> </ul>	Grammar <ul style="list-style-type: none"> <li>Conjugations for être and avoir</li> <li>Possessive adjectives: mon, ma, mes and ton, ta, tes</li> <li>How to make adjectives agree in number and gender</li> <li>The prepositions sur, dans, derrière, devant, and sous.</li> <li>Colors</li> <li>Family members</li> <li>Leisure activities</li> </ul> Culture <ul style="list-style-type: none"> <li>Sundays are family days</li> <li>Family law</li> <li>Allocation familiale</li> </ul>	Students will be able to speak and write about: <ul style="list-style-type: none"> <li>their family</li> <li>describing people.</li> <li>explaining ownership of items.</li> <li>indicating where people and things are.</li> <li>conjugating être and avoir.</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos, and</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions based on listening</li> </ul>	<b>1: Students can list family members.</b>	

audio tracks.	exercises.	<p><b>2: Students can describe their family members and describe what they like to do.</b></p> <p><b>2: Students can describe their house, their room, and their possessions.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• ELA: Grammar, Speech, Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• How is language structured differently in English and French?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Writing a paragraph</li> <li>• Reading exercises with comprehension questions</li> <li>• Cultural questions</li> <li>• Speaking scenarios</li> <li>• Create a family album</li> </ul>	Both	<p><b>1: Students can list family members.</b></p> <p><b>2: Students can describe their family members and describe what they like to do.</b></p> <p><b>2: Students can describe their house, their room, and their possessions.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention Time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>Recorded practice online</li> <li>What additional instructional videos</li> </ul>	<p><b>1: Students can list family members.</b></p> <p><b>2: Students can describe their family members and describe what they like to do.</b></p> <p><b>2: Students can describe their house, their room, and their possessions.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language. (BBC, Duolingo)</li> <li>Read French articles</li> </ul>	<ul style="list-style-type: none"> <li>Identify unfamiliar items as either masculine or feminine using their possessive adjective.</li> <li><i>I Spy</i> activity using prepositions and adjectives to point out items</li> </ul>	<p><b>1: Students can list family members.</b></p> <p><b>2: Students can describe their family members and describe what they like to do.</b></p> <p><b>2: Students can describe their house, their room, and their possessions.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Family, Adjectives, Être, Avoir</b>			
<b>Level 1</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<ul style="list-style-type: none"> <li>● Can discuss ways cultural differences inform behaviors and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Compare and contrast target culture with native or other cultural community</li> <li>● Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>● Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>Strand: Writing</b>			
<b>Topic: Family, Adjectives, Être, Avoir</b>			
<b>Grade: Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● can form complete and complex sentences/thoughts.</li> <li>● can expand their thoughts in a variety of sentence structures.</li> </ul>		<ul style="list-style-type: none"> <li>● Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can form complete sentences with little to no grammatical errors.</li> <li>● Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>● Can apply appropriate register.</li> <li>● Can show retention from previous topics discussed by using them with the current topic.</li> <li>● Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Communicate via interpersonal written correspondence. (email or postcard)</li> <li>● Create sentences from a guided prompt (written, oral or illustrative)</li> <li>● Answer a topic question</li> <li>● Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>● Can form sentences with some errors and/or omissions.</li> <li>● Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>● Register is not consistent.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Can complete prompted sentences with current vocabulary/ fill in the blank</li> <li>● Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>			
<b>Topic: Family, Adjectives, Être, Avoir</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● Can initiate speech spontaneously on familiar topics</li> <li>● Can apply new vocabulary to the topic</li> <li>● Can extrapolate on various topics.</li> </ul>		
			<ul style="list-style-type: none"> <li>● Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Introduction of self or other</li> <li>● Explain likes, dislikes</li> <li>● Respond to interview</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Reading</b>			
<b>Topic: Family, Adjectives, Être, Avoir</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a text</li> <li>● form conclusions about details not specifically listed in text</li> <li>● apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret reading selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret text literally</li> <li>● pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● Literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension</b>			
<b>Topic: Family, Adjectives, Être, Avoir</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



**CONTENT AREA:** French  
**COURSE:** Level 1

**UNIT TITLE:** Around Town, Restaurants, Questions  
**UNIT DURATION:** 8 Weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- YouTube.com
- Web Based Documents
- Quizlet.com

**BIG IDEA(S):**

- I can talk about what is happening in the immediate future.
- I can talk about going to places around town.
- I can ask for and give directions to places around town.
- I can order at restaurant.
- I can use numbers up to 1,000.
- I can ask and answer questions in French.

**ENDURING UNDERSTANDINGS:**

- Restaurant culture, mealtimes, and meal structure are different in France than in the United States.

**ESSENTIAL QUESTIONS:**

- Can I talk about what is happening in the immediate future?
- 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>i.e. GLE/CLE/MLS/NGSS</i>	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.	x	
1.2	Students understand and interpret written and spoken language on a variety of topics.	x	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	x	

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

<b>Unit 3</b>	<b>Aller, Forming Questions, Around Town, Café, Numbers 60-100</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1,2.3,3.1, 3.2, 4.1, 4.2,5.1</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Listening and Reading</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Grammar and Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking and Writing</b>	
Students will be able to read about or listen to scenarios to identify: <ul style="list-style-type: none"> <li>Places around town</li> <li>Café scenes</li> <li>Numbers 60-100</li> <li>Question words</li> <li>Directions</li> <li>Aller</li> </ul>	Grammar <ul style="list-style-type: none"> <li>Aller</li> <li>Contractions with à and de</li> <li>Aller + infinitive</li> </ul> Culture <ul style="list-style-type: none"> <li>Restaurant etiquette</li> <li>Mealtimes and structures</li> </ul>	Students will be able to speak and write about: <ul style="list-style-type: none"> <li>Places around town</li> <li>Café scenes</li> <li>Numbers 60-100</li> <li>Question words</li> <li>Directions</li> <li>Aller</li> </ul>	

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos, and audio tracks.</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions based on listening exercises.</li> <li>Eating at a French restaurant.</li> </ul>	<p><b>1: Students can list question words, places around town, infinitives, and menu items.</b></p> <p><b>2: Students can form complete sentences about places in town as well as order food in a restaurant.</b></p> <p><b>2: Students can follow as well as give directions to a place in town.</b></p> <p><b>2: Students can infer questions from answers given.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply patterns to use novel vocabulary.</b></p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>ELA: Grammar, Speech, Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>How is language structured differently in English and French?</li> </ul>



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)
<ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Writing a paragraph</li> <li>• Reading exercises with comprehension questions</li> <li>• Cultural questions</li> <li>• Speaking scenarios</li> <li>• Café skit</li> </ul>	Both	<p><b>1: Students can list question words, places around town, infinitives, and menu items.</b></p> <p><b>2: Students can form complete sentences about places in town as well as order food in a restaurant.</b></p> <p><b>2: Students can follow as well as give directions to a place in town.</b></p> <p><b>2: Students can infer questions from answers given.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply patterns to use novel vocabulary.</b></p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention Time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded practice online</li> <li>• What additional instructional videos</li> </ul>	<p><b>1: Students can list question words, places around town, infinitives, and menu items.</b></p> <p><b>2: Students can form complete sentences about places in town as well as order food in a restaurant.</b></p> <p><b>2: Students can follow as well as give directions to a place in town.</b></p> <p><b>2: Students can infer questions from answers given.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more</b></p>

		interesting, and less formulaic. 4: Students can apply patterns to use novel vocabulary.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language. (BBC, Duolingo)</li> <li>• Read French articles</li> </ul>	<ul style="list-style-type: none"> <li>• Create a menu</li> <li>• Create a map of a town labeled in French</li> </ul>	<p><b>1: Students can list question words, places around town, infinitives, and menu items.</b></p> <p><b>2: Students can form complete sentences about places in town as well as order food in a restaurant.</b></p> <p><b>2: Students can follow as well as give directions to a place in town.</b></p> <p><b>2: Students can infer questions from answers given.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply patterns to use novel vocabulary.</b></p>

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>		
<b>Topic: Around Town, Restaurant, Questions</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>● Can discuss ways cultural differences inform behaviors and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Writing</b>			
<b>Topic: Around Town, Restaurant, Questions</b>			
<b>Grade: Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● can form complete and complex sentences/thoughts.</li> <li>● can expand their thoughts in a variety of sentence structures.</li> </ul>		<ul style="list-style-type: none"> <li>● Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can form complete sentences with little to no grammatical errors.</li> <li>● Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>● Can apply appropriate register.</li> <li>● Can show retention from previous topics discussed by using them with the current topic.</li> <li>● Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Communicate via interpersonal written correspondence. (email or postcard)</li> <li>● Create sentences from a guided prompt (written, oral or illustrative)</li> <li>● Answer a topic question</li> <li>● Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>● Can form sentences with some errors and/or omissions.</li> <li>● Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>● Register is not consistent.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>● Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>			
<b>Topic: Around Town, Restaurant, Questions</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● Can initiate speech spontaneously on familiar topics</li> <li>● Can apply new vocabulary to the topic</li> <li>● Can extrapolate on various topics.</li> </ul>		
			<ul style="list-style-type: none"> <li>● Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Introduction of self or other</li> <li>● Explain likes, dislikes</li> <li>● Respond to interview</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: Around Town, Restaurant, Questions			
Level 1			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension</b>			
<b>Topic: Around Town, Restaurant, Questions</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		





<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 1</p>	<p><b>UNIT TITLE:</b> Calendar, Weather, Faire, IR and RE Verbs</p> <p><b>UNIT DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Textbook</li> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● I can talk about date, weather, and time.</li> <li>● I can talk about activities I do throughout the year.</li> <li>● I can give my opinion in comparisons and superlatives.</li> <li>● I can use faire, IR, and RE verbs.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● France is known for specialties and attractions by province.</li> <li>● There are three major groups of verbs with regular conjugation patterns: ER, IR, and RE.</li> <li>● Many activities use the irregular verb faire.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I talk about date, weather, and time?</li> <li>● Can I talk about activities I do throughout the year?</li> <li>● Can I give my opinion in comparisons and superlatives?</li> <li>● Can I use faire, IR, and RE verbs?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	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.	x	
1.2	Students understand and interpret written and spoken language on a variety of topics.	x	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	x	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.		x

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

<b>Unit 4</b>	<b>Calendar, Weather, Faire, IR and RE Verbs, Comparative/Superlative</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1,2.3,3.1, 3.2, 4.1, 4.2</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Listening and Reading</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Grammar and Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking and Writing</b>	
Students will be able to read about or listen to scenarios to identify: <ul style="list-style-type: none"> <li>Clothing</li> <li>Activities</li> <li>Comparative/Superlative</li> <li>IR and RE verbs</li> <li>Faire</li> </ul>	Grammar <ul style="list-style-type: none"> <li>Faire</li> <li>IR and RE verbs</li> </ul> Culture <ul style="list-style-type: none"> <li>Provinces and regions of France</li> </ul>	Students will be able to speak and write about: <ul style="list-style-type: none"> <li>Clothing</li> <li>Activities</li> <li>Activities they like better (comparative) and best (superlative)</li> <li>IR and RE verbs</li> <li>Faire</li> </ul>	

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)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos, and audio tracks.</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions based on listening exercises.</li> </ul>	<p><b>1: Students can list calendar and weather vocabulary as well as IR and RE infinitives.</b></p> <p><b>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.</b></p> <p><b>2: Students can form complete sentences using IR and RE verbs.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>ELA: Grammar, Speech, Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>How is language structured differently in English and French?</li> </ul>
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)
<ul style="list-style-type: none"> <li>Listening exercises</li> <li>Writing a paragraph</li> <li>Reading exercises with comprehension questions</li> <li>Cultural questions</li> <li>Speaking scenarios</li> </ul>	Both	<p><b>1: Students can list calendar and weather vocabulary as well as IR and RE infinitives.</b></p> <p><b>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.</b></p>

		<p><b>2: Students can form complete sentences using IR and RE verbs.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>
<p><b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b></p> <p><i>Possible Interventions</i></p>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Extended help during Intervention Time</li> <li>● Reteach in small groups in class</li> <li>● Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>● Recorded practice online</li> <li>● What additional instructional videos</li> </ul>	<p><b>1: Students can list calendar and weather vocabulary as well as IR and RE infinitives.</b></p> <p><b>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.</b></p> <p><b>2: Students can form complete sentences using IR and RE verbs.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>

**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)
<ul style="list-style-type: none"> <li>● Watch YouTube channels in target language. (BBC, Duolingo)</li> <li>● Read French articles</li> </ul>	<ul style="list-style-type: none"> <li>● Tell which activities are best suited to each season and types of weather</li> <li>● Create a map of a particular province or region of France</li> </ul>	<p><b>1: Students can list calendar and weather vocabulary as well as IR and RE infinitives.</b></p> <p><b>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.</b></p> <p><b>2: Students can form complete sentences using IR and RE verbs.</b></p> <p><b>3: Students seek appropriate, new target vocabulary to make their language more interesting, and less formulaic.</b></p> <p><b>4: Students can apply conjugation patterns and adjective agreement to novel vocabulary.</b></p>

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Calendar, Weather, Faire, IR and RE Verbs</b>			
<b>Level 1</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<ul style="list-style-type: none"> <li>● Can discuss ways cultural differences inform behaviors and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Compare and contrast target culture with native or other cultural community</li> <li>● Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>● Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Writing</b>			
<b>Topic: Calendar, Weather, Faire, IR and RE Verbs</b>			
<b>Grade: Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● can form complete and complex sentences/thoughts.</li> <li>● can expand their thoughts in a variety of sentence structures.</li> </ul>		<ul style="list-style-type: none"> <li>● Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can form complete sentences with little to no grammatical errors.</li> <li>● Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>● Can apply appropriate register.</li> <li>● Can show retention from previous topics discussed by using them with the current topic.</li> <li>● Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Communicate via interpersonal written correspondence. (email or postcard)</li> <li>● Create sentences from a guided prompt (written, oral or illustrative)</li> <li>● Answer a topic question</li> <li>● Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>● Can form sentences with some errors and/or omissions.</li> <li>● Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>● Register is not consistent.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>● Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand: Speaking</b>			
<b>Topic: Calendar, Weather, Faire, IR and RE Verbs</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● Can initiate speech spontaneously on familiar topics</li> <li>● Can apply new vocabulary to the topic</li> <li>● Can extrapolate on various topics.</li> </ul>		
			<ul style="list-style-type: none"> <li>● Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Introduction of self or other</li> <li>● Explain likes, dislikes</li> <li>● Respond to interview</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: Calendar, Weather, Faire, IR and RE Verbs			
Level 1			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension</b>			
<b>Topic: Calendar, Weather, Faire, IR and RE Verbs</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Paris/Metro, Travel, Clothing</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> <li>● Textbook</li> <li>● 1jour1actu</li> <li>● Scholastic magazines</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● I can describe what I wear for different weather and activities.</li> <li>● I can go into a store and ask to try things on, pay for the items, and describe what I want.</li> <li>● I can ask about, as well as describe myself and others.</li> <li>● I can use indirect object pronouns (lui and leur).</li> <li>● I can use adjective agreement correctly.</li> <li>● I know when to put the adjective before the noun.</li> <li>● I know how to use the metro if I were in France.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary used in talking about clothing.</li> <li>● Vocabulary used to talk about activities.</li> <li>● Using the metro in Paris.</li> <li>● Vocabulary required to ask questions: who, what, when, where and at what time.</li> <li>● Describing clothing</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I describe what I wear for different weather and activities?</li> <li>● Can I ask about, as well as describe myself and others?</li> <li>● Can I use indirect object pronouns?</li> <li>● Can I use adjectives correctly?</li> <li>● Do I know when and how to make the adjective agree with the noun?</li> <li>● Can I use the metro if I were in France?</li> <li>● Can I ask questions using who, what, when and where?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1a, 1.1b, 1.3a, 1.3b, 4.1b, 4.1c, 4.1e, 5.1b	Speaking: Students will speak about clothing and travel	x	
1. 1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.3b, 1.3c, 4.1d	Listening: Students will listen to conversations about clothing and travel	x	
1.2a, 1.2b, 1.2c, 2.2b, 3.2a, 4.1d	Reading: Students will read about clothing and travel	x	

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

<b>Unit 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1a, 1.1b, 1.3a, 1.3b, 2.1b, 2.1c, 2.1d, 3.2b, 4.2b, 4.2c, 5.1b</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Recognizing and understanding all basic verbs (er, ir, re, avoir, être, faire and aller) and conjugations in speech.</li> <li>Understand what a person is asking in different situations at a store (who, what, when, where, and at what time).</li> <li>Understanding a conversation between two people about likes, dislikes, describing themselves and clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Using the metro</li> <li>Lui and leur</li> <li>Who, what, when, where, and at what time.</li> <li>Present tense verbs</li> <li>Adjective agreement</li> <li>BAGS - adjectives that go before the noun</li> <li>Present tense verbs: er, ir, re, avoir, être, faire, aller</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they are wearing.</li> <li>Ask for things at a store.</li> <li>Describe themselves to others (likes, dislikes and clothing).</li> <li>Use indirect object pronouns.</li> <li>I can make plans and ask questions about the plans.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will give notes, videos, and exercises helping students understand when and how to use lui and leur in phrases and conversations.</li> <li>Teacher will give notes, videos and exercises to help students understand when and how to use adjectives that go before the noun and</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch videos, and do practice work (speaking and written exercises) on how to use lui and leur in a phrase and conversation.</li> <li>Students will watch videos, and do practice work (speaking and written exercises) on</li> </ul>	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

<p>adjective agreement.</p> <ul style="list-style-type: none"> <li>Teacher will give opportunities to practice using the present tense through activities (speaking, writing, and reading).</li> <li>Teacher will show and instruct students how to use the metro in Paris.</li> </ul>	<p>how to use adjectives that go before the noun, and adjective agreement in a phrase and conversation.</p> <ul style="list-style-type: none"> <li>Students will watch videos, and do practice work (speaking and written exercises) on how to use the present tense in a phrase and conversation.</li> <li>Students will demonstrate how to get from one place to the other in the metro using a map.</li> </ul>	
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>Grammar, Speech, Geography</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs</li> <li>How to buy things at a café.</li> <li>Basic sentence formation</li> <li>Weather and activities</li> </ul>	<ul style="list-style-type: none"> <li>How is France different from the US in Fashion?</li> </ul>
<p><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>		
<p><b>ASSESSMENT DESCRIPTION</b></p>	<p><b>FORMATIVE OR SUMMATIVE?</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>Students will be assessed on their ability to correctly write conversations and speak using the following concepts: <ul style="list-style-type: none"> <li>Present tense verbs</li> <li>Lui and leur</li> <li>Adjectives - putting them in the right place and using agreement.</li> </ul> </li> <li>They will be assessed on their ability to write conversations using the vocabulary in the chapter (clothing, question words etc...)</li> <li>They will be assessed on how to use the Metro in Paris.</li> </ul>	<p>Both</p>	<p>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</p>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● AIP/Intervention time</li> <li>● Tutoring</li> <li>● Retake assessments</li> <li>● Additional instructional videos</li> <li>● Reteaching in class or during AIP</li> </ul>	<ul style="list-style-type: none"> <li>● Practice with recording, or exercises posted online.</li> <li>● Stay after school</li> <li>● Come in during AIP</li> <li>● Watch instructional videos on the topic they are missing.</li> <li>● Come in to retake a test.</li> <li>● Do a review</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Travel to France with students next year and use the real metro.</li> <li>● Read magazine articles</li> <li>● Watch Youtube videos</li> <li>● Do an activity</li> <li>● Play the Metro game</li> </ul>	<ul style="list-style-type: none"> <li>● Travel to France with me next year and use the real metro.</li> <li>● Read magazine articles</li> <li>● Watch Youtube videos</li> <li>● Various activities practicing</li> </ul>	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**

<b>Strand: Culture</b>			
<b>Topic:</b>			
<b>Level 2</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<ul style="list-style-type: none"> <li>● Can discuss ways cultural differences inform behaviors and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Compare and contrast target culture with native or other cultural community</li> <li>● Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>● Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>



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

Strand: Writing			
Topic:			
Grade: Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<p><b>Sample Activities</b></p>
			<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>• Open-ended assignment requiring the structure in several different situations</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>			
<b>Topic:</b>			
<b>Level 2</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>● Can initiate speech spontaneously on familiar topics</li> <li>● Can apply new vocabulary to the topic</li> <li>● Can extrapolate on various topics.</li> <li>● Can employ communicative negotiation strategies</li> </ul>		
			<ul style="list-style-type: none"> <li>● Answers level 3 questions along with additional words that were not taught</li> <li>● Open-ended assignment requiring the structure in several different situations</li> <li>● Circumlocution</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> <li>● apply target structure in guided situations as necessary</li> <li>● can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Introduction of self or other</li> <li>● Explain likes, dislikes</li> <li>● Respond to interview</li> <li>● can appropriately apply different parts of language in a sentence</li> </ul>
	<b>2.5</b>	<ul style="list-style-type: none"> <li>● apply target structure in constrained situation</li> <li>● interpret the meaning of target structure</li> </ul>	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● can respond to specific questions in formulaic ways</li> <li>● can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Marking the target structure in a paragraph</li> <li>● Define vocabulary</li> </ul>

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

Strand: Reading			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

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





<b>CONTENT AREA:</b> French	<b>UNIT TITLE:</b> French Cuisine
<b>COURSE:</b> Level 2	<b>DURATION:</b> 8 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● I can talk about differing quantities of food and where to buy them.</li> <li>● I can buy food from a store.</li> <li>● I can describe which food is popular by region in France.</li> <li>● I can shop for items on a grocery list.</li> <li>● I can use object pronouns.</li> <li>● I can use quantities.</li> </ul>
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<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Ordering food in a store.</li> <li>● Reading a grocery list and being able to go get those things at the store.</li> <li>● Cuisine throughout France.</li> <li>● Ordering from a menu.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● Can I talk about food and quantities of food.</li> <li>● Can I describe different types of popular food in France.</li> <li>● Can I compare and contrast how French people shop and eat.</li> <li>● Can I shopping for food from a grocery list.</li> <li>● Can I use object pronouns correctly.</li> <li>● Can I use Partitive articles correctly.</li> </ul>
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**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1a, 1.1b, 1.2b, 1.2c, 1.3b, 4.1b, 4.1c, 4.1d, 5.1b	Speaking: Students will speak surrounding topics of French cuisine	x	
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	x	
1.1b, 1.2b, 1.2c, 3.1c, 5.2c	Listening: Students will listening surrounding topics of French cuisine	x	
2.1b, 2.1c, 2.1d, 2.2b, 3.1c, 4.2b, 4.2c, 5.2c	Culture: Students will discover products, practices and perspectives on topics of French cuisine	x	

<b>Unit 2: French Cuisine</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1a, 1.1b, 1.2b, 1.2c, 1.3b, 1.3c, 2.1b, 2.1c, 2.1d, 2.2b, 3.1c, 3.2a, 4.1b, 4.1c, 4.1d, 4.2b, 4.2c, 5.1b, 5.2c</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Ordering food in a store.</li> <li>Reading a grocery list and being able to go get those things at the store.</li> <li>Cuisine throughout France.</li> <li>Ordering from a menu.</li> </ul>	<ul style="list-style-type: none"> <li>Quantities</li> <li>Object pronouns</li> <li>Partitive articles</li> <li>Food vocabulary</li> <li>Specialty stores</li> </ul>	<ul style="list-style-type: none"> <li>Talking about food and quantities of food.</li> <li>Describing types of popular food in France.</li> <li>Compare and contrast how French people shop and eat.</li> <li>Shopping for food from a grocery list.</li> <li>Using object pronouns correctly.</li> <li>Using Partitive articles correctly.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will give notes, videos, and exercises helping students understand when and how to use object pronouns in phrases and conversations.</li> <li>Teacher will give notes, videos and exercises to help students understand when and how to use partitive articles.</li> <li>Teacher will give opportunities to practice using the quantities and food vocabulary.</li> <li>Teacher will show videos and magazine articles to help compare and contrast how French people buy food, where they buy it, and why</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch videos, and do practice work (speaking and written exercises) on how to use object pronouns in a phrase and conversation.</li> <li>Students will watch videos, and do practice work (speaking and written exercises) on how to use partitive articles in a phrase and conversation.</li> <li>Students will watch videos, and do practice work (speaking and written exercises) on how to use quantities and food vocabulary.</li> <li>Students will compare and contrast French</li> </ul>	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

with American culture.	<p>culture surrounding cuisine and American culture.</p> <ul style="list-style-type: none"> <li>Students will buy food from each other in a skit.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Food and cuisine, grammar, and speech.</li> </ul>	<ul style="list-style-type: none"> <li>How to buy things in a restaurant, and the food at a restaurant.</li> <li>Definite articles.</li> <li>Indefinite articles.</li> <li>Culture associated with family, and food.</li> </ul>	<ul style="list-style-type: none"> <li>How is language structured different in English and French?</li> <li>How is cuisine different in the US and France?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed on their ability to correctly write conversations and speak using the following concepts: <ul style="list-style-type: none"> <li>Partitive articles</li> <li>Object pronouns (le, la, les, y and en)</li> <li>Quantities</li> </ul> </li> <li>They will be assessed on their ability to understand through reading and listening to conversations the vocabulary in the chapter (food, stores, etc...).</li> <li>They will be assessed on comparisons relating to cuisine in France (Cultural questions).</li> </ul>	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

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct class or small groups.</li> <li>Teacher will hold debates on cultural topic.</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will practice with each other.</li> <li>Recorded practice online</li> <li>Watch additional instructional videos.</li> <li>Come in during AIP</li> <li>Do a review</li> <li>Come in and retake a test.</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use the skills in a real situation on a field trip.</li> <li>Demonstrate they have learned the material by:               <ul style="list-style-type: none"> <li>Producing a written or spoken article in the target language.</li> <li>Answering comprehension questions correctly.</li> </ul> </li> </ul>	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**

<b>Strand: Culture</b>			
<b>Topic:</b>			
<b>Level 2</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>● Create a cultural representation of the topic applied in our own culture.</li> <li>● Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <li>● Can discuss ways cultural differences inform behaviors and language</li> <li>● Design a cultural activity that mirrors one studied in class.</li> <li>● Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Can compare and contrast practices, products and perspectives from different cultures</li> <li>● Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>● Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Compare and contrast target culture with native or other cultural community</li> <li>● Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>● Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing			
Topic:			
Grade: Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>• Open-ended assignment requiring the structure in several different situations</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	



Strand: Speaking			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• Can initiate speech spontaneously on familiar topics</li> <li>• Can apply new vocabulary to the topic</li> <li>• Can extrapolate on various topics.</li> <li>• Can employ communicative negotiation strategies</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> <li>• Open-ended assignment requiring the structure in several different situations</li> <li>• Circumlocution</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> <ul style="list-style-type: none"> <li>• Uses complete sentences to respond appropriately on familiar topics</li> <li>• Avoids first language interference (direct translation)</li> <li>• Uses comprehensible pronunciation</li> <li>• Has natural fluidity</li> <li>• Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>• Uses proper grammar in line with current topics learned (past and present)</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

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

Strand: Reading			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	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.		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Health Care and Daily Routine</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> <li>● Textbook</li> <li>● 1jour1actu</li> <li>● Scholastic magazines</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Talking about how to get ready in the morning.</li> <li>● Being able to tell others what is wrong if something hurts or I am sick.</li> <li>● Being able to give advice to someone who isn't feeling well.</li> <li>● Knowing the names of different toiletries in French.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Talking about morning routines.</li> <li>● Telling others what is wrong if something hurts or you are sick.</li> <li>● Giving advice to someone who doesn't feel well.</li> <li>● Knowing the names of toiletries in France.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I talk about how I get ready in the morning?</li> <li>● Can I tell others what is wrong when something hurts or I am not feeling well?</li> <li>● Can I give advice to someone who isn't feeling well?</li> <li>● Do I know the names of toiletries in French?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1a, 1.1b, 1.3a, 1.3b, 3.1b, 4.1b, 4.1c, 4.1e, 5.2b	Speaking: Students will speak on topics of health and daily routine	x	
1. 1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.3b, 1.3c, 4.1d	Listening: Students will listen and communicate on topics of health and daily routine	x	
1.2a, 1.2b, 1.2c, 2.2b, 3.1c, 3.2a, 4.1d, 5.2b	Reading: Students will read on topics of health and daily routine	x	
1.3a, 1.3b, 4.1b, 4.1c, 5.2b	Writing: Students will write on topics of health and daily routine	x	
2.1b, 2.1d, 3.2b, 4.2b, 4.2c, 5.2b	Culture: Students will discover products, practices and perspectives surrounding health and daily routine	x	

<b>Unit 3</b>	Daily routine, parts of the body, illnesses, toiletries, reflexive verbs, and imperative.	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Talking about their daily routine.</li> <li>Telling a doctor or another person what is wrong.</li> <li>Giving advice to someone not feeling well.</li> <li>Being able to buy toiletries at the store.</li> </ul>	<ul style="list-style-type: none"> <li>Daily routine vocabulary.</li> <li>Parts of the body.</li> <li>Illnesses.</li> <li>Toiletries</li> <li>How to conjugate reflexive verbs</li> <li>How to conjugate verbs into the imperative tense.</li> </ul>	<p>Students will be able to write and speak about...</p> <ul style="list-style-type: none"> <li>Illnesses</li> <li>Body parts</li> <li>Their daily routine</li> <li>Giving advice to someone who is sick or not feeling well.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will give notes, videos, and exercises helping students understand when and how to use the imperative tense in phrases and conversations.</li> <li>Teacher will give notes, videos and exercises to help students understand when and how to use reflexive verbs.</li> <li>Teacher will give opportunities to practice using the imperative tense and reflexive verbs through activities (speaking, writing, and reading).</li> <li>Teacher will give opportunities to practice using vocabulary on the subject of illnesses, parts of the body, and toiletries through activities (speaking, writing, and reading).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students will answer comprehension questions after reading or listening exercises.</li> <li>Students will practice vocabulary in skits, and conversations that are written or spoken.</li> </ul>	<p>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</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs</li> <li>Shopping vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>How is healthy defined differently in France?</li> <li>How is healthcare different in France?</li> </ul>
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)
<ul style="list-style-type: none"> <li>Students will be assessed on their ability to correctly write conversations and speak using the following concepts: <ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Imperative</li> <li>Their daily routine</li> <li>Illnesses</li> <li>Giving advice</li> </ul> </li> <li>They will be assessed on their ability to understand through reading and listening to conversations the vocabulary in the chapter (toiletries, illnesses, body parts, etc...).</li> <li>They will be assessed on comparisons relating to health in France (Cultural questions).</li> </ul>	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?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct class or small groups.</li> <li>Teacher will hold debates on cultural topic.</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will practice with each other.</li> <li>Recorded practice online</li> <li>Watch additional instructional videos.</li> <li>Come in during AIP</li> <li>Do a review</li> <li>Come in and retake a test.</li> </ul>	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*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li></ul>	<ul style="list-style-type: none"><li>Students will demonstrate they have learned the material by:<ul style="list-style-type: none"><li>Producing a written or spoken article in the target language.</li><li>Answering comprehension questions correctly.</li></ul></li></ul>	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**

<b>Strand: Culture</b>		
<b>Topic:</b>		
<b>Level 2</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Create a cultural representation of the topic applied in our own culture.</li> <li>• Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class</li> </ul>

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

Strand: Writing			
Topic:			
Grade: Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<p><b>Sample Activities</b></p>
			<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>• Open-ended assignment requiring the structure in several different situations</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Speaking			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• Can initiate speech spontaneously on familiar topics</li> <li>• Can apply new vocabulary to the topic</li> <li>• Can extrapolate on various topics.</li> <li>• Can employ communicative negotiation strategies</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> <li>• Open-ended assignment requiring the structure in several different situations</li> <li>• Circumlocution</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> <ul style="list-style-type: none"> <li>• Uses complete sentences to respond appropriately on familiar topics</li> <li>• Avoids first language interference (direct translation)</li> <li>• Uses comprehensible pronunciation</li> <li>• Has natural fluidity</li> <li>• Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>• Uses proper grammar in line with current topics learned (past and present)</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

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

Strand: Reading			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>



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



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Nursery Rhymes</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube.com</li> <li>● Web Based Documents</li> <li>● Quizlet.com</li> <li>● Textbook</li> <li>● 1jour1actu</li> <li>● Scholastic magazines</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Using both être and avoir to describe events in the past.</li> <li>● I know what French people do for leisure activities.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Talking about things that happened in the past.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I talk about things in the past with both avoir and être?</li> <li>● Do I know what French people do in their free time?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1a, 1.1b, 1.2b, 1.2c, 1.3b, 4.1b, 4.1c, 4.1d, 5.1b	Speaking: Students will be able to speak about leisure activities and stories in the past.	x	
1.3b, 1.3c, 4.1b, 4.1c, 4.1d, 5.1b, 5.2c	Writing: Students will be able to write about leisure activities and stories in the past.	x	
1.2b, 1.2c, 3.1c, 3.2a, 4.1b, 4.1c, 4.1d, 5.2c	Reading: Students will be able to read about leisure activities and stories in the past.	x	
1.1b, 1.1c, 1.2b, 1.2c, 3.1c, 5.2c	Listening: Students will be able to listen about leisure activities and stories in the past.	x	
2.1b, 2.1d, 2.2c, 3.1c, 4.2b, 5.2c	Culture: Students will discover products, practices and perspectives on leisure activities and stories in the past.	x	

<b>Unit 4</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Understanding how to use past tense with both avoir and être.</li> <li>Understanding when someone is talking in the past tense no matter the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Passé composé with avoir, être and reflexive verbs.</li> <li>Agreement</li> </ul>	<ul style="list-style-type: none"> <li>I can speak, write and understand written and spoken conversations in the past tense.</li> <li>I can write or tell a story in the past.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will give notes, videos, and exercises helping students understand when and how to use the past tense in French with both avoir, être and reflexive verbs.</li> <li>Teacher will give opportunities to practice using the past tense through activities (speaking, writing, and reading).</li> <li>Teacher will give opportunities to practice using vocabulary through activities (speaking, writing, and reading).</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch videos, do skits, and practice work (speaking and written exercises) on how to use the past tense in phrases and conversation.</li> <li>Students will answer comprehension questions after reading or listening exercises.</li> <li>Students will practice vocabulary in skits, and conversations that are written or spoken.</li> </ul>	<p>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</p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Parts of speech, history</li> </ul>	<ul style="list-style-type: none"> <li>Present conjugations of reflexive verbs, avoir, and être.</li> <li>Present tense verbs learned in level 1.</li> <li>Leisure activities in France.</li> </ul>	<ul style="list-style-type: none"> <li>What do French people do on the weekend?</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed on their ability to correctly write conversations and speak using the past tense.</li> <li>They will be assessed on their ability to understand through reading and listening to conversations the vocabulary in the chapter.</li> <li>They will be assessed on comparisons relating to leisure activities in France (Cultural questions).</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct class or small groups.</li> <li>Teacher will hold debates on cultural topic.</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will practice with each other.</li> <li>Recorded practice online</li> <li>Watch additional instructional videos.</li> <li>Come in during AIP</li> <li>Do a review</li> <li>Come in and retake a test.</li> </ul>	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*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use the skills in a real situation on a field trip.</li> <li>● Demonstrate they have learned the material by:                             <ul style="list-style-type: none"> <li>○ Producing a written or spoken article in the target language.</li> <li>○ Answering comprehension questions correctly.</li> </ul> </li> </ul>	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**

<b>Strand: Culture</b>			
<b>Topic:</b>			
<b>Level 2</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <li>• Create a cultural representation of the topic applied in our own culture.</li> <li>• Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class</li> </ul>

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

Strand: Writing			
Topic:			
Grade: Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<p><b>Sample Activities</b></p>
			<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>• Open-ended assignment requiring the structure in several different situations</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Can form complete sentences with little to no grammatical errors.</li> <li>• Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>• Can apply appropriate register.</li> <li>• Can show retention from previous topics discussed by using them with the current topic.</li> <li>• Can effectively use appropriate thematic vocabulary: old and new</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Communicate via interpersonal written correspondence. (email or postcard)</li> <li>• Create sentences from a guided prompt (written, oral or illustrative)</li> <li>• Answer a topic question</li> <li>• Can apply a reading selection to their own life</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul style="list-style-type: none"> <li>• Can form sentences with some errors and/or omissions.</li> <li>• Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>• Register is not consistent.</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>• Can complete a sentence from a picture prompt</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>



	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Speaking			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• Can initiate speech spontaneously on familiar topics</li> <li>• Can apply new vocabulary to the topic</li> <li>• Can extrapolate on various topics.</li> <li>• Can employ communicative negotiation strategies</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> <li>• Open-ended assignment requiring the structure in several different situations</li> <li>• Circumlocution</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> <ul style="list-style-type: none"> <li>• Uses complete sentences to respond appropriately on familiar topics</li> <li>• Avoids first language interference (direct translation)</li> <li>• Uses comprehensible pronunciation</li> <li>• Has natural fluidity</li> <li>• Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>• Uses proper grammar in line with current topics learned (past and present)</li> <li>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> <li>• Marking the target structure in a paragraph</li> <li>• Define vocabulary</li> </ul>

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

Strand: Reading			
Topic:			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

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



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> French Speaking Africa and Stories of the Past</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to identify French speaking countries in Africa</li> <li>● To discuss past events</li> <li>● To use vocabulary encompassing animals</li> <li>● To write a story in the past.</li> <li>● To discuss ideas of vacations in nature</li> </ul>
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<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can use past structures in French</li> <li>● I can discuss differences of African French speaking countries</li> <li>● I can write stories in the past</li> <li>● I can hold conversations about animals in French</li> <li>● I can use and interpret information about animals in French</li> <li>● I can plan a camping trip and discuss it</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do you use passé composé versus Imparfait?</li> <li>● How did African countries come to speak French?</li> <li>● What differences make African French speaking countries unique?</li> <li>● What types are animals do we study and what makes them unique?</li> <li>● How do I discuss a camping trip in French?</li> </ul>
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**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, , 1.3, 5.2	Speaking: Student can talk about stories in the past about Africa, animals and stories	x	
1.2a, 1.2b	Writing: Student can write about stories in the past about Africa, animals and stories	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students can read and identify information about Africa, animals and stories in the past	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students can listen and identify information about Africa, animals and stories in the pas	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will learn about practices, products and perspectives in Africa	x	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will instruct differences of past tense forms</li> <li>• Teacher will instruct vocabulary pertaining to animals and camping and safari</li> <li>• Teacher will instruct differences and historical aspects of several French speaking countries in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will understand past structures.</li> <li>• Students will understand different french speaking countries in Africa</li> <li>• Student will be able to make connections with activities surrounding camping and safaris and animals</li> </ul>	<ul style="list-style-type: none"> <li>Level 1: Recall vocabulary</li> <li>Level 2: Apply concepts</li> <li>Level 3: Evaluate and associate ideas learned</li> <li>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Student will learn terms related to animals and savanna and the dessert and other climate differences in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will have learned vacation activities, past tense basics, french speaking countries in Africa and some animal vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to discuss and apply knowledge learned with local ties and ties within their country as well as ties abroad throughout francophone countries</li> </ul>



<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed on how to form sentences or identify sentences using the passe compose and imparfait through various methods in reading, writing, listening and speaking</li> <li>Students will be able to create projects utilizing various methods taught within this unit and prior knowledge as well.</li> <li>Students will be assessed on their vocabulary knowledge of animals, camping and safari.</li> <li>Students can create a short story to be presented.</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Student will produce a number of guided practices resulting in a short story book on the topic</li> </ul>	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)
<ul style="list-style-type: none"> <li>● (how are you going to apply it)</li> <li>● Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>● Student will show they have learned the task by producing                             <ul style="list-style-type: none"> <li>○ A book in the target language</li> <li>○ Showing ability to listen and interpret</li> <li>○ Showing ability to read and interpret</li> <li>○ Showing ability to speak and write</li> </ul> </li> </ul>	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 covered in class)			
Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

Strand: Writing			
Topic: (Topics change depending on theme covered in class)			
Grade: Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking			
Topic: (Topics change depending on theme covered 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
			<ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		Sample Activities  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> House, Environment and Nature</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to use the subjunctive tense</li> <li>● To understand and use the imperative</li> <li>● To understand and use direct and indirect object pronouns in French</li> <li>● To understand and use the verbs vouloir, pouvoir and devoir</li> <li>● To have a knowledge of the differences in traveling and staying in a hotel around the world vs in the United States</li> <li>● 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.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can use the subjunctive tense</li> <li>● I can use the imperative</li> <li>● I can use a variety of irregular and regular verbs</li> <li>● I can use vocabulary related to the home, the environment and nature</li> <li>● I can discuss the impact of Impressionism and Post Impressionism on the world and know artists associated with them.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do I use the subjunctive tense?</li> <li>● How do I use the imperative?</li> <li>● Can I successfully use a variety of irregular verbs in French?</li> <li>● Can I use vocabulary learned to buy/rent a home, talk/read about the environment and nature?</li> <li>● Can I use the vocabulary to debate issues involving home, environment and nature ?</li> <li>● Can I discuss the impact of Impressionism and Post Impressionism on the world?</li> <li>● Do I know about artists that help contribute to the lasting effects of Impressionism and Post Impressionism?</li> </ul>

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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	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	x	
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	x	
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	x	
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	x	
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	x	

<b>OBJECTIVE # 1</b>			
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	•		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	

<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will instruct the reasons francophones use the subjunctive tense.</li> <li>• Teacher will instruct the uses of object pronouns.</li> <li>• Teacher will instruct issues regarding the environment in Francophone countries</li> </ul>	<ul style="list-style-type: none"> <li>• Student will understand the deeper meaning of subjunctive tense in both French and English</li> <li>• Student will understand how to use object pronouns</li> <li>• Student will understand different environmental issues surrounding several francophone countries.</li> </ul>	<p>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</p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Students will recall information from world civilizations and the idea of colonizing</li> <li>• Students will recall information regarding physical science and the effects on our environment and what other countries do to protect it.</li> <li>• Students will discuss writing skills from English and how they can apply in French</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have learned some of the irregular verbs covered.</li> <li>• Students will have learned vocabulary pertaining outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Students will be assessed on how to use the subjunctive tense</li> <li>• Students will be assessed on how to use object pronouns</li> <li>• Students will be assessed on vocabulary learned</li> <li>• Students will be assessed on francophone African countries</li> </ul>	Formative and summative	<p>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</p>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Student will produce a number of guided practices resulting in a short story book on the topic</li> <li>Students will create a project on a french speaking African country</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>Student will show they have learned the task by producing               <ul style="list-style-type: none"> <li>A book in the target language</li> <li>Showing ability to listen and interpret</li> <li>Showing ability to read and interpret</li> <li>Showing ability to speak and write</li> </ul> </li> </ul>	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 covered in class)			
Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

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 go beyond what was taught.		Sample Activities
4.0			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul style="list-style-type: none"> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		



Strand: Speaking			
Topic: (Topics change depending on theme covered 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	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explain likes, dislikes or explain topics used in current vocabulary</li> <li>● Respond to interview questions</li> <li>● Answer questions</li> <li>● Tell story</li> <li>● Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		Sample Activities  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> Travel, Hotel, Art</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>YouTube</li> <li>Text Materials</li> <li>Online Articles</li> <li>Various Books/Magazines</li> <li>Online Videos</li> <li>UNESCO World Heritage Site</li> <li>Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>To be able to form the simple future tense</li> <li>To be able to use and identify complex sentences using simple future</li> <li>To understand the impact of the Impressionism and Post Impressionism era in France.</li> <li>To be able to get oneself around the world when traveling and understand the vocabulary and processes involved</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>I can describe future plans</li> <li>I can order tickets and navigate public transportation in a foreign country</li> <li>I can make hotel reservations in a french speaking country</li> <li>I can identify the history and works of the Impressionists and Post Impressionists.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do I use the simple future tense?</li> <li>Can I get myself around using public transportation?</li> <li>Can I get myself around using travel vocabulary?</li> <li>Can I make hotel reservations in a french speaking country?</li> <li>Do I know cultural differences of travel abroad?</li> <li>Can I identify the major influences and movements from the Impressionist and Post Impressionist Era?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	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	x	
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	x	

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

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

<p>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</p>	<p>Student will show they have learned the task by producing</p> <ul style="list-style-type: none"> <li>A book in the target language</li> <li>Showing ability to listen and interpret</li> <li>Showing ability to read and interpret</li> <li>Showing ability to speak and write</li> </ul>	<p style="text-align: right;">Thinking)</p> <ul style="list-style-type: none"> <li>Level 1: Recall vocabulary</li> <li>Level 2: Apply concepts</li> <li>Level 3: Evaluate and associate ideas learned</li> <li>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</li> </ul>
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**PROFICIENCY SCALES FOR French 3**

**Strand: Culture**

Topic: (Topics change depending on theme covered in class)		
Level 3		
Score		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what 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 cultural.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>Using a Language Level 3 material, the student:</b> 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. <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>	<p>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.</p>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies cultural differences recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>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)</p>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5 With help, a partial understanding of the 2.0 content, but not the	



	3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

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

		<b>summarizing main points from a written and audio source and formulating an opinion.</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>Using a Language Level 3 material, the student:</b>  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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	<p>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</p>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>  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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Can complete prompted sentences with current vocabulary/fill in the blank  Can complete a sentence from a picture prompt</p>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<p>can form sentences with significant errors and/or omissions.  can create sentences from a guided prompt with significant errors and/or omissions.</p>	

	<p>Not familiar with the appropriate use of register.  <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
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<b>Strand: Speaking</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was</b>	<b>Sample Activities</b>

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	<p><b>Using a Language Level 3 material, the student:</b>            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!  <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		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	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            can respond to specific questions in formulaic ways with a script  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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

Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>  Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	Student can: judge meaning of unfamiliar vocabulary from context clues		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> 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 <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	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.		

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

<b>4.0</b>	<b>taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Choose a probable meaning for unfamiliar vocabulary based on context clues</b> <b>Answer a true/false question with an explanation of why</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 3 material, the student:</b> 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 answer the above points with no more than 2 repetitions. <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> interpret selection literally pick out specific details from selection <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		literal recall questions
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> Relationships, Holidays, and Music</p> <p><b>DURATION:</b> 8 Weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to use the conditional tense.</li> <li>● To be able understand and use demonstrative pronouns.</li> <li>● To be able to discuss family and community in French.</li> <li>● To be able to discuss future plans in a hypothetical way.</li> <li>● To have an understanding of ceremonial differences in social engagements such as: marriage and holidays in francophone countries.</li> <li>● To have an understanding of how music and poetry of music influences French culture</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can use the conditional tense.</li> <li>● I can use demonstrative pronouns.</li> <li>● I can discuss family and community.</li> <li>● I can discuss my future plans in a hypothetical way.</li> <li>● I have an understanding of ceremonial differences in social engagements such as: marriage and holidays in francophone countries.</li> <li>● I have an understanding of how music and poetry of music influences French culture.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How can I use the conditional tense?</li> <li>● How do I use demonstrative pronouns?</li> <li>● What are the differences in our cultures in terms of family and community?</li> <li>● How are ceremonies in francophone countries different? IE: marriages and holidays?</li> <li>● How has music through the years developed/influenced french culture?</li> </ul>

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. GLE/CLE/MLS/NGSS</i>	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 be able to speak about hypothetical situations	x	
1.2a, 1.2b	Writing: Student will be able to write about hypothetical situations	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Student will be able to read about hypothetical situations	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Student will be able to listen about hypothetical situations	x	
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	x	

OBJECTIVE # 1			
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	•		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	



**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)
<ul style="list-style-type: none"> <li>● Teacher will instruct the conditional tense and all its uses.</li> <li>● Teacher will instruct vocabulary pertaining to social engagements in francophone countries.</li> <li>● Teacher will instruct complex sentences.</li> <li>● Teacher will instruct about demonstrative pronouns and their uses in English and in French.</li> <li>● Teacher will explore with students a variety of music current and older that has influenced francophone culture.</li> <li>● Teacher will explore with students a variety of ceremonial issues that differ from our culture. IE: marriage and holidays.</li> <li>● Teacher will instruct ways to use the conditional tense.</li> </ul>	<ul style="list-style-type: none"> <li>● Student will understand the meaning and how to use the conditional tense.</li> <li>● Student will be able to use vocabulary pertaining to social engagements in francophone countries.</li> <li>● Student will be able to use complex sentences with hypothetical ideas</li> <li>● Students will be able to use demonstrative pronouns.</li> <li>● Students will be able to analyze works showing how music has influenced the francophone culture.</li> <li>● Student will be able to understand and explain a variety of ceremonial differences between cultures. IE: Marriages and holidays.</li> <li>● Student will be able to use the conditional tense in a variety of ways including complex sentences.</li> </ul>	<p>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</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>● Students will be able to associate grammar points from English grammar and reading and writing elements.</li> <li>● Students will be able to associate rituals from multi-cultures and use elements from sociology.</li> <li>● Students will be able to associate a variety of music pieces.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will revisit vocabulary from travel.</li> <li>● Students will revisit vocabulary from activities.</li> <li>● Students will revisit imperfect tense and complex sentences with future and present.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to inquire about future plans.</li> <li>● Students will be able to research a multitude of rituals and ceremonies that demonstrate great differences between our cultures.</li> <li>● Students will be able to compare different types of influences in music between cultures.</li> </ul>
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)
<ul style="list-style-type: none"> <li>● Students will be assessed on how to form the conditional tense</li> <li>● Students will be assessed on how to form complex sentences using conditional and other hypothetical complex sentences.</li> <li>● Students will be assessed on how to use demonstrative pronouns</li> <li>● Students will be assessed on differences in various ceremonies in the different cultures</li> <li>● Students will be assessed on the influence of music in francophone cultures.</li> </ul>	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

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Student will produce a number of guided practices resulting in items such as analysis of music.</li> <li>Student will produce a number of guided works that discuss differences and analyze differences between cultures in regards to social engagements.</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>(how are you going to apply it)</li> <li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>Student will show they have learned the task by producing               <ul style="list-style-type: none"> <li>Showing ability to analyze and discuss cultural differences</li> <li>Showing ability to listen and interpret</li> <li>Showing ability to read and interpret</li> <li>Showing ability to speak and write</li> </ul> </li> </ul>	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 covered 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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. (Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

Strand: Writing			
Topic: (Topics change depending on theme covered in class)			
Grade: Level 3			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>● can form sentences with significant errors and/or omissions.</li> <li>● can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>● Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking			
Topic: (Topics change depending on theme covered 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	<p><b>Using a Language Level 3 material, the student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explain likes, dislikes or explain topics used in current vocabulary</li> <li>● Respond to interview questions</li> <li>● Answer questions</li> <li>● Tell story</li> <li>● Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 3			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 3 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> French	<b>UNIT TITLE:</b> La Famille et La Communauté
<b>COURSE:</b> Level 4 and AP 5	<b>DURATION:</b> 3 Months

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"><li>● YouTube</li><li>● Text Materials</li><li>● Online Articles</li><li>● Various Books/Magazines</li><li>● Online Videos</li><li>● UNESCO World Heritage Site</li><li>● Duolingo</li></ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"><li>● To understand the impact of the French culture within our community</li><li>● To understand differences in cultures with adolescents.</li><li>● To analyze cultural differences in ceremonies within our culture vs francophone countries.</li><li>● To discuss what rites of passages are and how they differ between different cultures.</li><li>● To explore the differences of family roles in francophone cultures</li><li>● To identify differences in evolution of modern day social relations.</li></ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"><li>● I can explain the impact the french culture has had in our area in the midwest.</li><li>● I can debate differences in cultures with adolescents.</li><li>● I can analyze cultural differences in ceremonies within multiple cultures.</li><li>● I can discuss various rites of passage and how they differ between different cultures.</li><li>● I can express differences in family roles throughout francophone cultures.</li><li>● I can clearly identify evolutions of relationships in modern day society.</li></ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"><li>● How has French made in impact in our community? How can we preserve it ?</li><li>● How does adolescent life differ between various French cultures?</li><li>● How do different francophone cultures celebrate different ceremonies within their culture?</li><li>● What are various rites of passages within various francophone cultures and how do they differ from ours?</li><li>● How are family roles different in francophone cultures?</li><li>● How do social rapports evolve in modern day society throughout different cultures.</li></ul>

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

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics related to family and community	x	
1.2a, 1.2b	Writing: Students will write on topics related to family and community	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics related to family and community	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students will listen and answer on topics related to family and community	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will study practices, products and perspectives on topics related to family and community	x	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	•	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>

**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)
<ul style="list-style-type: none"> <li>● Teacher will instruct differences in social rapports between our culture and francophone cultures</li> <li>● Teacher will instruct differences with adolescents’ lives in francophone cultures.</li> <li>● Teacher will instruct impact of French culture throughout our own community.</li> <li>● Teacher will instruct different rites of passages in social life throughout francophone countries and our own.</li> <li>● Teacher will instruct differences in family roles in francophone cultures.</li> <li>● Teacher will instruct present tenses and passive styles of tenses and writing.</li> <li>● Teacher will instruct complex sentence structures that will augment their style of communicating.</li> </ul>	<ul style="list-style-type: none"> <li>● Student will understand differences in social rapports between many francophone cultures</li> <li>● Student will analyze differences with adolescents’ lives in francophone cultures.</li> <li>● Student will explore the impact of French history in their community</li> <li>● Student will evaluate rites of passages in different cultures.</li> <li>● Student will explore roles of the family in different cultures.</li> <li>● Student will adapt to various present tense styles of writing</li> <li>● Student will adapt to various complex sentence styles in communicating.</li> </ul>	<p>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</p>
<p align="center"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p align="center"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p align="center"><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Sociological differences will be discussed throughout the unit.</li> <li>● Historical backgrounds of these societies will be discussed.</li> <li>● Writing styles will be explored and used.</li> </ul>	<ul style="list-style-type: none"> <li>● Family and friendships will be revisited</li> <li>● Verb tenses will be reviewed and furthered explored.</li> <li>● Activities will be expanded upon</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to discuss differences in social rapports (family and friends)</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed through various modes of communication: Listening, Reading, Speaking and Writing.</li> <li>Students will have debates or round robins to discuss thematic topics</li> <li>Students will read authentic text done in AP style and answer questions pertaining to topics discussed.</li> <li>Students will listening to authentic material in an AP style and answer questions pertaining to topics discussed.</li> <li>Students will be assessed through speaking video posts answering questions pertaining to thematic vocabulary and grammatical structures and topics discussed.</li> <li>Students will be assessed through AP style writing prompts that answer questions pertaining to topics discussed.</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use online resources to practice and test</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will work with the online materials that accompany the text</li> <li>Student will create videos using the topic</li> <li>Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> </ul>	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

<ul style="list-style-type: none"> <li>• Teacher will show appropriate topic related movies such as <i>Entre les Murs</i> or <i>Les Intouchables</i> or various media found on UNESCO</li> <li>• Teacher will use authentic readings in poetry or short stories such as those from Guy de Maupassant or modern day writers and/or poets.</li> </ul>		
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will show they have learned the task by producing <ul style="list-style-type: none"> <li>○ A book in the target language</li> <li>○ Showing ability to listen and interpret</li> <li>○ Showing ability to read and interpret</li> <li>○ Showing ability to speak and write</li> </ul> </li> </ul>	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 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic's practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>



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

Strand: Writing			
Topic: (Topics change depending on theme covered in class)			
Grade: Level 4			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
Score 4.0			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul style="list-style-type: none"> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		

Strand: Speaking			
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  ● 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	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explain likes, dislikes or explain topics used in current vocabulary</li> <li>● Respond to interview questions</li> <li>● Answer questions</li> <li>● Tell story</li> <li>● Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class.</li> </ul> <p>Can be done in a variety of ways including orally, written or in discussion)</p>

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

<b>Strand: Writing (Presentational/Interpersonal)</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Grade: Level 5</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>		<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b>	<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>



	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading (Interpretive)			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	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.		

<b>Strand: Listening Comprehension (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
		<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> <li>● answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



**CONTENT AREA:** French

**COURSE:** Level 4 and AP 5

**UNIT TITLE:** Les Enquetes de Soi

**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 be able to form hypothetical complex sentences
- To be able to ask and answer a multitude of questions and negative answers
- To be able to use passive voice
- To be able to use colloquial language
- To understand a variety of french speaking dialects
- To understand the impact of multiculturalism and patriotism in francophone countries
- To be able to read a novella

**ENDURING UNDERSTANDINGS:**

- I can use complex sentence structure with hypothetical situations
- I can interview and be interviewed in french
- I can use different types of slang language
- I can understand the impact of multiculturalism and patriotism in francophone countries
- I can read a novella

**ESSENTIAL QUESTIONS:**

- How do I use hypothetical style conversation?
- How do I conduct an in depth interview?
- How does multiculturalism affect francophone countries?
- What are some differences in uses of idioms and slang in french va our language?
- 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 <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics of self identity surrounding the world around them.	x	
1.2a, 1.2b	Writing: Students will write on topics of self identity surrounding the world around them.	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics of self identity surrounding the world around them.	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students will listen on topics of self identity surrounding the world around them.	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will explore cultural articles of self identity surrounding the world around them.	x	

OBJECTIVE # 1		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>		
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>

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)
<ul style="list-style-type: none"> <li>Teacher will instruct complex sentence structures using hypothetical situations</li> <li>Teacher will instruct complex descriptions grammar</li> <li>Teacher will instruct vocabulary for idioms and colloquial language</li> <li>Teacher will instruct the impact of multiculturalism and patriotism in francophone countries</li> <li>Teacher will instruct a read on the book “Le Petit Prince”</li> </ul>	<ul style="list-style-type: none"> <li>Student will understand complex sentence structures using hypothetical tenses and complex descriptions</li> <li>Student will understand and use colloquial language and francophone dialects</li> <li>Students will explore the idea of patriotism and multiculturalism in francophone countries</li> </ul>	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
<ul style="list-style-type: none"> <li>ELA: Grammar structures and reading comprehension as it pertains to the Little Prince</li> <li>Social Studies: Geography, practices and products and perspectives as relative to different french speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Expressions for everyday use</li> <li>Simple future</li> <li>adjective descriptions</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
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)
<ul style="list-style-type: none"> <li>Students will be assessed by creating spontaneous comebacks using current vocabulary to situations given on cards</li> <li>Students may create a video sequence showing use of colloquial language</li> <li>Students will write using hypothetical sentence structures</li> <li>Students will have to create detailed descriptions of things/people.</li> <li>Students will be given reading checks along the way in Le Petit Prince exploring use of vocabulary and showing comprehension of material</li> <li>Students will listen to authentic situations and answer questions in an AP style test</li> </ul>	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

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use online resources to practice and test</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will work with the online materials that accompany the text</li> <li>Student will create videos using the topic</li> <li>Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> <li>Students will answer a number of handouts and online materials according to the 4 modes of communication</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended)
<ul style="list-style-type: none"> <li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>Student will show they have learned the task by               <ul style="list-style-type: none"> <li>Producing skits or answering situations using vocabulary learned</li> <li>Showing ability to listen and interpret</li> <li>Showing ability to read and interpret</li> <li>Showing ability to speak and write</li> </ul> </li> </ul>	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 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic's practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

Strand: Writing			
Topic: (Topics change depending on theme covered in class)			
Grade: Level 4			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking			
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  ● 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	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explain likes, dislikes or explain topics used in current vocabulary</li> <li>● Respond to interview questions</li> <li>● Answer questions</li> <li>● Tell story</li> <li>● Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>



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

<b>Strand: Writing (Presentational/Interpersonal)</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Grade: Level 5</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits <i>TARGETED, COMPLEX</i> ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are <i>FOUNDATIONAL, SIMPLE</i> details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
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  <ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	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.		

<b>Strand: Reading (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a text</li> <li>● form conclusions about details not specifically listed in text</li> <li>● apply interpretations through a diagram/picture/expression</li> <li>● rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret reading selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret text literally</li> <li>● pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● Literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
		<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> <li>● answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 4 and AP 5</p>	<p><b>UNIT TITLE:</b> La Science et la Technologie</p> <p><b>DURATION:</b> 3 Months</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to use high level sentence structure with complex ideas such as passive voice or direct or indirect discourse</li> <li>● To be able to discuss and decipher materials talking about technology, science or various media sources, especially social media or science inventions such as : the TGV or the Chunnel</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can use high level sentence structures with complex grammar.</li> <li>● 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.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do I form complex sentence structures using passive voice, direct or indirect discourse?</li> <li>● What do I need to know to discuss the new waves of tomorrow in science, media, technology?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will have conversations on topics on science and technology	x	
1.2a, 1.2b	Writing: Students will write on topics on science and technology	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will reading on topics on science and technology	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students will listen and communicate on topics on science and technology	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will discover topics on products, practices and perspectives on science and technology	x	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	•	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will instruct how to use passive voice</li> <li>• Teacher will instruct how to use direct or indirect discourse</li> <li>• Teacher will instruct multiple sets of vocabulary pertaining to science, technology, media.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will understand how to use passive voice</li> <li>• Student will understand how to use direct and indirect discourse</li> <li>• Student will be able to use multiple sets of vocabulary pertaining to science, technology and media</li> </ul>	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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Science</li> <li>• Media classes</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives (works with passive voice)</li> <li>• Past tense</li> <li>• Classroom vocabulary</li> <li>• Some technology vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• What advancements in science and technology make our world smaller?</li> <li>• How does science and technology influence us.</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed on vocabulary covered through reading and listening, writing and speaking</li> <li>Students will be assessed in presentational form</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use online resources to practice and test</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will work with the online materials that accompany the text</li> <li>Student will create videos using the topic</li> <li>Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> </ul>	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*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li></ul>	<ul style="list-style-type: none"><li>Student will show they have learned the task by producing<ul style="list-style-type: none"><li>Articles and presentations</li><li>Showing ability to listen and interpret</li><li>Showing ability to read and interpret</li><li>Showing ability to speak and write</li></ul></li></ul>	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 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic's practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

Strand: Writing			
Topic: (Topics change depending on theme covered 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
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>● can form sentences with significant errors and/or omissions.</li> <li>● can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>● Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking			
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  ● 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	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>● Uses complete sentences to respond appropriately on familiar topics</li> <li>● Avoids first language interference (direct translation)</li> <li>● Uses comprehensible pronunciation</li> <li>● Has natural fluidity</li> <li>● Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>● Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Explain likes, dislikes or explain topics used in current vocabulary</li> <li>● Respond to interview questions</li> <li>● Answer questions</li> <li>● Tell story</li> <li>● Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Memorized dialogue or answers to questions</li> <li>● Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	•
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic's practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class.</li> </ul> <p>Can be done in a variety of ways including orally, written or in discussion)</p>

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

Strand: Writing (Presentational/Interpersonal)		
Topic: (Topics change depending on theme covered in class)		
Grade: Level 5		
Score		Sample Activities
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
		<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
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
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	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 (Interpretive)			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> <li>● answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class.</li> </ul> <p>Can be done in a variety of ways including orally, written or in discussion)</p>



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

<b>Strand: Writing (Presentational/Interpersonal)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Grade: Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits <i>TARGETED, COMPLEX ideas and processes</i> proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are <i>FOUNDATIONAL, SIMPLE details and processes</i> with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/ fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
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  <ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	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 (Interpretive)			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 4 and AP 5</p>	<p><b>UNIT TITLE:</b> Les Defis Mondiaux</p> <p><b>DURATION:</b> 3 Months</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to use the subjunctive tense</li> <li>● To be able to use relative pronouns and object pronouns</li> <li>● To be able to analyze effects of war throughout France’s history</li> <li>● To be able to discuss human rights and tolerance</li> </ul>
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<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can use the subjunctive tense</li> <li>● I can use relative pronouns and object pronouns</li> <li>● I can discuss war, human rights and tolerance for others</li> <li>● I can discuss the history of France from the French Revolution to Napoleon and the Nazi Occupation of France in World War 2</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do I use the subjunctive tense?</li> <li>● What are the effects of the war left on the French people throughout their history?</li> <li>● How can I discuss human rights?</li> </ul>
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**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. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1b, , 1.3a, 1.3b, 5.2	Speaking: Students will speak on topics of human rights, war and government	x	
1.2a, 1.2b	Writing: Students will write on topics of human rights, war and government	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Students will read on topics of human rights, war and government	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Students will listen on topics of human rights, war and government	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will analyze cultural information on topics of human rights, war and government	x	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will instruct the uses of subjunctive tense</li> <li>• Teacher will instruct how to use relative pronouns and object pronouns</li> <li>• Teacher will teach the French Revolution, Napoleonic Era and Nazi Occupied France in World War 2</li> <li>• Teacher will discuss human rights and tolerance in French</li> </ul>	<ul style="list-style-type: none"> <li>• Student will understand how to use subjunctive tense</li> <li>• Student will understand how to use relative pronouns and object pronouns</li> <li>• Student will be able to discuss human rights and tolerance</li> <li>• Student will be able to discuss effects of war in France through its history</li> </ul>	<ul style="list-style-type: none"> <li>Level 1: Recall vocabulary</li> <li>Level 2: Apply concepts</li> <li>Level 3: Evaluate and associate ideas learned</li> <li>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• ELA: Sentence structure and grammar</li> <li>• History: Wars and human rights/tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Object pronouns</li> <li>• World War 2</li> </ul>	<ul style="list-style-type: none"> <li>• What are some effects of war in French speaking countries?</li> </ul>



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)
<ul style="list-style-type: none"> <li>Students will be assessed in writing essays on effects of war</li> <li>Students will listen to various texts on target language</li> <li>Students will uses of subjunctive tense and relative pronouns</li> </ul>	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? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use online resources to practice and test</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will work with the online materials that accompany the text</li> <li>Student will create videos using the topic</li> <li>Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> </ul>	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*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li></ul>	<ul style="list-style-type: none"><li>Student will show they have learned the task by producing<ul style="list-style-type: none"><li>ability to listen and interpret</li><li>ability to read and interpret</li><li>ability to speak and write</li></ul></li></ul>	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 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

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

Strand: Writing			
Topic: (Topics change depending on theme covered in class)			
Grade: Level 4			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking			
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
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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
		<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Writing (Presentational/Interpersonal)			
Topic: (Topics change depending on theme covered 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
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/ fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <li>• can form sentences with significant errors and/or omissions.</li> <li>• can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>• Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
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
			<ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading (Interpretive)			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	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 (Interpretive)			
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  <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> French</p> <p><b>COURSE:</b> Level 4 and AP 5</p>	<p><b>UNIT TITLE:</b> Les Esthetiques</p> <p><b>DURATION:</b> 3 Months</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● YouTube</li> <li>● Text Materials</li> <li>● Online Articles</li> <li>● Various Books/Magazines</li> <li>● Online Videos</li> <li>● UNESCO World Heritage Site</li> <li>● Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● To be able to understand the differences in usage of articles</li> <li>● To be able to understand the evolution of cinema in France</li> <li>● To be able to discuss the evolution of art and architecture in France</li> <li>● To be able to understand the influence of “the look”</li> </ul>
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<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● I can appreciate the evolution of cinema.</li> <li>● I can understand the significance of art and architecture throughout the francophone culture</li> <li>● I can discuss the evolution of the “look” and importance of appearance for Europeans.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How has art, architecture and cinema influenced us throughout history?</li> <li>● How has the idea of style and someone’s “look” evolved?</li> </ul>
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**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. GLE/CLE/MLS/NGSS</i>	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	x	
3.1a, 3.1b, 3.1c, 3.2a, 3.2b	Reading: Student will read on topics on esthetics	x	
4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Listening: Student will listen and interpret on topics on esthetics	x	
2.1a, 2.1c, 2.1d, 2.2a, 2.2c, 5.2b, 5.2d	Culture: Students will explore products, practices and perspectives of esthetics throughout the world	x	



<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will instruct the uses of articles</li> <li>• Teacher will teach about the evolution of cinema</li> <li>• Teacher will discuss the impacts of various styles of art and architecture</li> <li>• Teacher will discuss the importance of style</li> </ul>	<ul style="list-style-type: none"> <li>• Student will understand the uses of articles</li> <li>• Student will understand the history of cinema</li> <li>• Student will understand the impact of art and architecture in Europe</li> <li>• Student will be able to discuss the importance of style in cultures</li> </ul>	<ul style="list-style-type: none"> <li>Level 1: Recall vocabulary</li> <li>Level 2: Apply concepts</li> <li>Level 3: Evaluate and associate ideas learned</li> <li>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Media</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Clothing</li> <li>• History</li> <li>• Impressionism</li> </ul>	<ul style="list-style-type: none"> <li>• How do the arts influence who we are?</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students will be assessed over style of cinema. Compare and contrast styles of cinema</li> <li>Students will be assessed over the history of cinema and different forms of art and architecture</li> <li>Students will be assessed over the usage of articles in French vs English</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will reinforce material with grammar practice.</li> <li>Teacher will use online resources to practice and test</li> <li>Teacher will use flip videos created or found on YouTube or other various sources.</li> <li>Teacher will instruct to class or small groups.</li> <li>Teacher will hold debates in target language on the topic</li> <li>Teacher will use a number of listening resources to practice and test.</li> <li>Teacher will use a number of writing and reading resources to practice and test.</li> </ul>	<ul style="list-style-type: none"> <li>Student will produce work from listening, reading, writing and speaking sources.</li> <li>Students will work with the online materials that accompany the text</li> <li>Student will create videos using the topic</li> <li>Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> <li>Students will watch movies depicting significant movements in cinema</li> <li>Students will analyze movies in writing</li> </ul>	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)
<ul style="list-style-type: none"> <li>• Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will show they have learned the task by producing                             <ul style="list-style-type: none"> <li>○ Showing ability to listen and interpret</li> <li>○ Showing ability to read and interpret</li> <li>○ Showing ability to speak and write</li> </ul> </li> <li>• Student will watch various films and video clips</li> </ul>	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 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing			
Topic: (Topics change depending on theme covered 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
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul style="list-style-type: none"> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		

Strand: Speaking			
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
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul> <p>this specificity is absolutely essential here – nice job!</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	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: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 4 material, the student:</b></p> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Listening Comprehension			
Topic: (Topics change depending on theme covered in class)			
Level 4			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



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
			<ul style="list-style-type: none"> <li>• Can discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity that mirrors one studied in class.</li> <li>• Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>• Can compare and contrast practices, products and perspectives from different cultures</li> <li>• Can illustrate or explain the topic’s practice, product and/or perspective</li> <li>• Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>• Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community</li> <li>• Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>• Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></li> </ul>		<ul style="list-style-type: none"> <li>• List differences between native and target cultures</li> <li>• Recall cultural topic information discussed in class.</li> </ul> Can be done in a variety of ways including orally, written or in discussion)
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing (Presentational/Interpersonal)			
Topic: (Topics change depending on theme covered 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
			<ul style="list-style-type: none"> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		<ul style="list-style-type: none"> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul style="list-style-type: none"> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		

Strand: Speaking (Presentational)		
Topic: (Topics change depending on theme covered in class)		
Level 5		
Score		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Reading (Interpretive)			
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 <ul style="list-style-type: none"> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Listening Comprehension (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		
			<ul style="list-style-type: none"> <li>● Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>● Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <li>● comprehend main idea and details on familiar topics from a listening selection</li> <li>● form conclusions about details not specifically spoken</li> <li>● apply interpretations through a diagram/picture/expression</li> <li>● answer the above points with no more than 2 repetitions.</li> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>● literal recall questions</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA: French</b>	<b>UNIT TITLE: La Vie Contemporaine</b>
<b>COURSE: Level 4 and AP 5</b>	<b>DURATION: 3 Months</b>

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>YouTube</li> <li>Text Materials</li> <li>Online Articles</li> <li>Various Books/Magazines</li> <li>Online Videos</li> <li>UNESCO World Heritage Site</li> <li>Duolingo</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>To analyze various types of rites of passages through life in francophone cultures</li> <li>To be able to communicate using future forms</li> <li>To describe using higher level description language</li> <li>To be able to explain differences in educational structures</li> <li>To interpret various forms of literature pertaining to rites of passage</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>I can analyze various types of rites of passages in francophone cultures</li> <li>I am able to communicate using future forms</li> <li>I can describe various people and places using a higher level of descriptive language</li> <li>I am able to explain differences in educational structures</li> <li>I can interpret various forms of literature pertaining to rites of passage</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do rites of passages from infancy to adolescents affect environment and community?</li> <li>How can I use various forms of future tenses to describe my future plans?</li> <li>How can I use higher level language to describe people, places and things with more fluent language?</li> <li>What are the differences in educational structures in various francophone countries?</li> </ul>

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

<b>OBJECTIVE # 1</b>			
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1b, 1.3a, 1.3b, 5.2		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
Reading Listening	<ul style="list-style-type: none"> <li>Culture</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> </ul>	
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)	

<p>Teacher will instruct high levels of future tense forms.</p> <p>Teacher will instruct high level descriptive language.</p> <p>Teacher will instruct various rites of passage in francophone culture</p> <p>Teacher will discuss educational structures within francophone cultures</p>	<ul style="list-style-type: none"> <li>• Student will communicate using various future forms</li> <li>• Student will communicate using various descriptions.</li> <li>• Student will discuss rites of passage</li> <li>• Student will discuss educational structures</li> </ul>	<p>Level 1: Recall vocabulary</p> <p>Level 2: Apply concepts</p> <p>Level 3: Evaluate and associate ideas learned</p> <p>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<p>Sociology/History: Student will apply knowledge of education and rites of passage</p> <p>ELA: Students will work with various grammar, speaking, reading and writing skills</p>	<ul style="list-style-type: none"> <li>• Simple future tense</li> <li>• Adjective, adverbs and how to describe</li> <li>• Vocabulary on education and family structures</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will be assessed through listening, reading, writing and speaking on rites of passage in francophone countries and educational differences.</p> <p>Students will create presentations on rites of passage and/or educational differences</p> <p>Students will have debates on rites of passage and/or educational differences.</p>	Formative and summative	<p>Level 1: Recall vocabulary</p> <p>Level 2: Apply concepts</p> <p>Level 3: Evaluate and associate ideas learned</p> <p>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</p>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



<p>Teacher will reinforce material with grammar practice.</p> <p>Teacher will use online resources to practice and test</p> <p>Teacher will use flip videos created or found on YouTube or other various sources.</p> <p>Teacher will instruct to class or small groups.</p> <p>Teacher will hold debates in target language on the topic</p> <p>Teacher will use a number of listening resources to practice and test.</p> <p>Teacher will use a number of writing and reading resources to practice and test.</p> <p>Teacher will show movies that pertain to the topics discussed.</p>	<ul style="list-style-type: none"> <li>• Student will produce work from listening, reading, writing and speaking sources.</li> <li>• Students will work with the online materials that accompany the text</li> <li>• Student will create videos using the topic</li> <li>• Students will answer tasks set out to show comprehension of short stories and/or poetry/movies/video clips.</li> </ul>	<p>Level 1: Recall vocabulary</p> <p>Level 2: Apply concepts</p> <p>Level 3: Evaluate and associate ideas learned</p> <p>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</p>
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**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Teacher will use YouTube, CD, online sources with text, online sources on news outlets, books, DVDs, newspapers, articles.</p>	<p>Student will show they have learned the task by producing</p> <ul style="list-style-type: none"> <li>• A presentation written or oral pertaining to the topics covered</li> <li>• Showing ability to listen and interpret</li> <li>• Showing ability to read and interpret</li> <li>• Showing ability to speak and write</li> </ul>	<p>Level 1: Recall vocabulary</p> <p>Level 2: Apply concepts</p> <p>Level 3: Evaluate and associate ideas learned</p> <p>Level 4: Analyze information from unit and synthesize information from topics past and other curriculums</p>

**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.
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>Using a Language Level 4 material, the student:</b> 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. <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies cultural differences recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated.	

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

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	<p><b>Using a Language Level 4 material, the student:</b>            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		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	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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		

	<p>errors and/or omissions. Not familiar with the appropriate use of register. <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
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Strand: Speaking			
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
			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	<p><b>Using a Language Level 4 material, the student:</b>            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!  <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		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	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            can respond to specific questions in formulaic ways with a script  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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	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 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. 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	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 <i>TARGETED, COMPLEX ideas and processes</i> 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 <i>FOUNDATIONAL, SIMPLE details and processes</i> 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			
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 beyond what was taught.		Sample Activities
4.0	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Choose a probable meaning for unfamiliar vocabulary based on context clues</b> <b>Answer a true/false question with an explanation of why</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 4 material, the student:</b> 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 answer the above points with no more than 2 repetitions. <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> interpret selection literally pick out specific details from selection <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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.		<b>Sample Activities</b>
			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.
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>Using a Language Level 5 material, the student:</b> 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. <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b>		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.
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies cultural differences recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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)
	<b>1.5</b>	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.		
	<b>0.5</b>	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 (Presentational/Interpersonal)			



Topic: (Topics change depending on theme covered in class)		
Grade: Level 5		
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		<b>Sample Activities</b> Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b>            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p>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.  <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

<b>Strand: Speaking (Presentational)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Answers level 3 questions along with additional words that were not taught
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b>            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!  <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		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)
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            can respond to specific questions in formulaic ways with a script  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		Memorized dialogue or answers to questions Read a response with scripted notes
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

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

<b>Strand: Listening Comprehension (Interpretive)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Level 5</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> 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
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>Using a Language Level 5 material, the student:</b> 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 answer the above points with no more than 2 repetitions. <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> interpret selection literally pick out specific details from selection <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		literal recall questions
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		