FRENCH 2-H

Length of Course: Term
Elective/Required: Required
Schools: High Schools
Eligibility: Grades 9-12
Credit Value: 5 credits
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**TABLE OF CONTENTS**

I. **INTRODUCTION**

Statement of Purpose .......................................................................................................................... 1

Introduction .......................................................................................................................................... 2

Philosophy ........................................................................................................................................... 4

New Jersey Core Curriculum Standards .............................................................................................. 5

Course Content Outline ...................................................................................................................... 18

Grade Level Assessment and Teacher Resources ..............................................................................

II. **APPENDICES**

A. World Languages Program Sequence
B. Basic Texts in French Program
C. Lesson Planning
D. Assessment
E. Technology
F. Grouping Procedures
G. Optional Activities and Application Activities
H. Enrichment Activities
I. How to Learn and Have Fun in French
J. Innovative Methodology
K. Integrated Performance Assessment Tasks and Rubrics
L. Framework for Essential Instructional Behaviors

"Modifications will be made to accommodate IEP mandates for classified students."
WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design’ is an increasingly common approach to planning curriculum and instruction. As its name implies, ‘backward design’ is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum\design, development, and implementation hinges upon the integration of the following three stages.
Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.
DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach all students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.

2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.

3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one’s own.

4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.
STATEMENT ON CONTENT STANDARDS

All students completing the middle school sequence in world languages should be able to meet the New Jersey State Content Standards for Grade 8. It is assumed that these students will be continually enrolled in the same language through Grade 8.

STANDARD 7.1 (COMMUNICATION) - ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO: ENGAGE IN CONVERSATION; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES; COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN; AND PARTICIPATE IN MULTILINGUAL COMMUNITIES.

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- **The Interpretive Mode**: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- **The Interpersonal Mode**: Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

- **The Presentational Mode**: Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.
Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it that way" and the explanation for "how can they possibly think that?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as the key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.
NEW JERSEY CORE CONTENT STANDARDS
FOR WORLD LANGUAGES

INTRODUCTION

The Vision for World Languages Education

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research - an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 190 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer - one that includes the study of world languages - can the goal of leaving no child behind be achieved.

The New Jersey Core Curriculum Content Standards for World Languages envision ALL of New Jersey’s students prepared for the demands of an independent world by:

- Teaching world languages for communication;
- Heightening students’ linguistic and cultural awareness of their local, state, and world community;
- Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- Preparing students for using a world language(s) in whatever career choices they make.

The spirit and intent for second language education in New Jersey resolves around what takes place in the learning environment. If the goal of communicative-based language instruction is to prepare students for authentic language use in the real world, then the organization of curriculum and instruction should reflect those purposes. As more New Jersey teachers incorporate the goals of the standards and the knowledge of how children best learn languages into their teaching, educators and parents should be able to see:

**Students enthusiastically engaged in meaningful, motivating, and cognitively challenging activities.** Children are excited about their ability to understand and be understood in a second language and are encouraged to use language in activities embedded in authentic, real-life contexts and connected to content learned in other core areas.
Students actively using language rather than memorizing vocabulary lists and analyzing grammatical concepts. Students are interacting with one another and their teacher, and communicating about things that interest them. Rote exercises have been replaced by tasks that require learners to find ways to communicate meaning beyond classroom walls.

Students being assessed by a variety of assessment strategies. Because effective language learning is meaningful, enjoyable, and interactive, assessment reflects a similar focus. Classroom instructional activities mirror assessment tasks and track student progress through portfolios, journals, performances or multimedia presentations that focus on authentic performance tasks, not just traditional pencil-and-paper tests. This allows students to revisit their work and critique their own progress, and most importantly, to become more involved in their own learning.

The Necessity of the Vision

Despite progress in the last decade toward communicative-based instruction in world languages, grammar continues to be the key organizing principle in most language classrooms in the state. This emphasis on the learning of the language system to the exclusion of meaningful, interactive activities in the classroom has led to frustration and dissatisfaction of students. As a result, many students perceive that they do not have the ability to learn to speak a second language and feel that world languages will never be useful in their lives. Many adults acknowledge that although they took two or more years of a world language and obtained high grades on grammar examinations, they are unable to speak the language at all. In this country, world language study to date has resulted in few people who can engage in meaningful interactions in a variety of settings in the language studied.

The focal point of standards-driven language instruction is communication, and grammar plays a supporting role to communication needs. However, a language curriculum that focuses on grammatical mastery as the primary basis for instructional activities will not serve the needs for students. It merely proliferates the false assumption that only college-bound students can be successful language learners. Most significantly, it promotes disparities of equity and access to language learning for the great majority of our students. All New Jersey students should be given the opportunity to achieve a high level of proficiency in a world language and be able to converse in a language(s) other than English by the time they complete high school.

Time to Meet the Vision

While numerous factors contribute to the acquisition of a second language, two key factors are time and intensity or length and quality of instruction. Because providing a thorough and efficient education remains a priority in New Jersey schools, all students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student
proficiency from the outset and denies district students access to excellence and equity in achieving the standards. Success for all students in world languages depends not only on specifying the appropriate content, but also on establishing learning environments that facilitate student learning of a world language (i.e., classes meet consistently for multiple times per week throughout the school year.)

The number of years spent studying a language will impact the degree of proficiency that we can expect learners to attain. In 1998, the American Council on the Teaching of Foreign Languages released performance guidelines for K-12 learners. This project outlined what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate and advanced (terminology originally developed for the ACTFL Proficiency Guidelines, 1982) with ranges specified within each level. The standards and indicators developed here are based upon and reflect an understanding of the stages of novice, intermediate and pre-advanced language proficiency. See the following chart for a visual representation of anticipated performance outcomes (ACTFL, 1998).
Descriptors of student language use found in the ACTFL Performance Guidelines for K-12 Learners are based on information gathered from foreign language professionals representing a variety of programs and articulation sequences, are appropriate for languages most commonly taught in the U.S., and assume a sustained sequence of standards-based, performance-outcome language instruction. To attain the level indicated above for grades K-8 requires students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30 minutes per class, and in middle school programs that meet daily for no less than 40 minutes per class (ACTFL, 1998).

There are many variables for student learning. A student who begins second language study in the early elementary grades and continues an uninterrupted sequence of study will advance further than a student who begins in high school. However, the expectations for performance at any stage may be attained over different periods of time depending on such factors as:

- Age of the learner;
• Varying learning speeds and learning styles of learners;
• Methodology employed;
• Abilities and interests of the instructor;
• Scheduling patterns of the language program;
• Scope and sequence of the language program; and
• Authenticity of the cultural environment and materials.

The cumulative progress indicators found in this document reflect an uninterrupted sequence of language study. Teachers will consequently need to modify the content and related language activities in the world language program to effectively address the cumulative progress indicators dependent upon the student's age and when (s)he begins the study of a particular language. For example, the novice stage applies to all students beginning to learn a second language. This may occur at any age. The novice stage may encompass a four- to five-year sequence that begins in elementary or middle school, or a two-year high school program depending upon the factors listed above. This has important implications for curriculum design and development. Language learning activities should consistently be cognitively engaging, intrinsically interesting, and age-appropriate for the learner.

Multiple Entry Points

It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to begin study at predetermined points. In the early grades, districts are often only able to offer a limited number of languages due to staffing constraints and/or the size of the schools, but in the middle and high school years provisions for other languages can be made. It would not serve learners if the effort to have extended sequences resulted in districts offering only one language K-12.

Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

Another reason for multiple entry points is that New Jersey has a highly mobile population and students will enter schools coming from other districts or states where they have had no previous study of a world language or studied a language not offered in their current district. Schools will need to have options for these students to begin the study of a language later in the sequence. Chapter five of The New Jersey World Languages Curriculum Framework provides additional information on this concept of multiple entry points and also on the concept of language layering (the study of a second world language while continuing to study the first world language).
Meeting the Needs of All Students

The term "all students" includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

It is time to dispel the myth that students who tend to encounter difficulties with learning in general will not be successful language learners. Research on how children learn languages justifies the inclusion of all students in the world language classroom. Findings indicate that all students can benefit from learning another language and culture when instruction is based on second language acquisition theories and appropriate methodology and materials are used.

As with all learners, teachers of students with special needs should accommodate for differences in learning styles, rates of learning, and areas of relative strength or weakness. Consequently, teachers should assess individual progress, emphasizing the student's ability to understand and convey a message, rather than focusing on the disability. If a student's disability entitles him/her to receive special education services, the study of world languages should be included in the student's Individualized Educational Plan (IEP), wherein appropriate modifications are delineated.

High expectations for all students form a critical part of the learning environment. The belief of teachers, administrators, and parents that a student can and will succeed in learning a world language often makes it possible for that student to succeed. Non-college bound students and special needs student will have as many opportunities to use their knowledge of a world language in their community, and within the workplace, regardless of their chosen career paths.

Revised Standards

In May 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards in seven academic areas and five workplace readiness areas. The inclusion of two world languages standards represented a key moment in the "evolution" of the study of world languages in New Jersey. World languages was then recognized as an essential component of the core curriculum for all students.

The goals of the new world languages standards are essentially the same as the 1996 version. However, the standards are different in that:

- The standards are cumulative progress indicators reflect more clarity and specificity.
- The standards are organized according to the modes of communication (interpretive, interpersonal, and presentational) that place emphasis on the context and purpose of communication.
• The standards and cumulative progress indicators emphasize connections with other core content areas to facilitate contextualized and purposeful language learning and to prepare students for the workplace.

• The cumulative progress indicators reflect student expectations at the Novice, Intermediate, and Pre-Advanced Learner Ranges as outlined by the American Council on the Teaching of Foreign Languages Performance Guidelines for K-12 Learners.

• The standards include expectations at grade 2 as well as at grade 4, 8, and 12.

• The standards are intended to serve as clear guides for the development of local and state assessments.

The New Jersey standards reflect the philosophy and goals found in the national standards, Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. These standards were developed to reflect the latest research on second language acquisition and best practice for instructional methodologies and assessment. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools.

Standards and Strands

There are two standards, each of which has three lettered strands followed by cumulative progress indicators for each strand at benchmark levels 2, 4, 8, and 12. These standards and their associated strands are:

7.1 Communication
A. Interpretive Mode
B. Interpersonal Mode
C. Presentational Mode

7.2 Culture
A. Interpretive Mode
B. Interpersonal Mode
C. Presentational Mode

Bulleted items below cumulative progress indicators delineate content material or concepts addressed in a particular indicator. Examples that follow content bullets are suggested topics that may be incorporated into thematic teaching. The focal point for a thematic center may be a topic from the grade level curriculum or it may be drawn from the literature or culture of the language taught. Content areas in parentheses after cumulative progress indicators show interdisciplinary connections with standards in other core subjects.

The standards set forth here presume that the sequential study of a language for an extended period of time is the ideal for achieving the highest levels of performance in the two content standards and related cumulative progress indicators.

To summarize, the standards:
- Envision New Jersey students who are fully prepared for the demands of an interdependent world. They further anticipate how world language instruction in New Jersey will evolve as it supplies that vital preparation, inspiring students and educators to believe that world language education can be different and better;

- Present a departure from the traditional grammar-based approach to instruction. They advocate that the opportunity for language learning be available to all students with the emphasis on communication and culture. The standards assume that the ability to communicate in a second language is a skill that should be developed over time and through well-articulated sequences of instruction; and

- Acknowledge that in each world language classroom, there is a diverse pool of talent and potential. The challenge is to provide a learning environment that gives each student the freedom and opportunity to use his or her unique strengths to achieve that potential and to reach high academic standards.
References


WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying French.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks French.

French is one of the most widely spoken languages in the world. It is the principal means of communication in the western hemisphere, in Spain, in parts of the Philippines and in those areas of Africa where Spain has had colonies or possessions. In some parts of the U. S. (Florida, California, southwestern states, New York and portions of New Jersey), French is rapidly becoming a second language. More than eleven million French-speaking people, mostly of Puerto Rican, Cuban or Mexican extraction, live in the U.S. They constitute the nation’s second largest minority group after African-Americans.

Can the French language be relevant in today’s world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school’s curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.
## Thematic Units
### Suggested Sequence

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>MP - 1</td>
<td>MP - 2</td>
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<tr>
<td><strong>My World</strong>&lt;br&gt;(this unit should take one month, to be completed by the end of September. The IPA does not need to be completed for the mid-term, but may be used for marking period assessments.)</td>
<td><strong>Health &amp; Hygiene</strong>&lt;br&gt;(MP 1 &amp; 2)</td>
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My World

Targeted Standards:

Unit Objectives/Conceptual Understandings:
- Students will be able to list, discuss, compare, contrast, and formulate questions regarding their immediate world (including school).
- Students will be able to compare and contrast various aspects of the French and American everyday life.
- Students will be able to discuss, compare, and contrast similarities and differences between French and American everyday life.

Essential Questions:
- How can I describe myself, my family, friends, school, and teachers?
- How do my friends and I spend time?

Unit Assessment: Integrated Performance Assessment
Interpretive: You pick a French school schedule and you read it to understand the French school day.
Interpersonal: You are an exchange student and you discuss with a friend your school day.
Presentational: Write a letter to your French teacher back home and explain what your life as an exchange student is like.
### My World (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts</th>
<th>Core Content Objectives</th>
<th>Skills</th>
<th>Instructional Actions</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize key words and phrases</td>
<td>Vocabulary pertaining to family members, friends, teachers, school subjects.</td>
<td>Use être and possessive de and avoir to discuss family members and friends.</td>
<td>Mise en pratique – Chap 1, p.24-25</td>
<td>Vocabulary and grammar quizzes and tests</td>
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<td>Communicate and interact in limited social situations with accuracy when producing simple sentences.</td>
<td>Adjectives describing physical and personality traits.</td>
<td>Use appropriate gender and number agreement of description adjectives.</td>
<td>Graphic organizer(s) to activate previous vocabulary re: family, friends, activities and school. (see Appendix #2 for suggestions)</td>
<td>Homework</td>
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<tr>
<td>Respond to questions and initiate and sustain simple conversations in the present with increasing accuracy. Accuracy decreases when language becomes more complex.</td>
<td>Vocabulary pertaining to activities before, during, and after school</td>
<td>Use present tense of selected regular and irregular verbs to discuss school and leisure activities.</td>
<td>Examine various school schedules and analyze differences between French and American school days. (Internet based activities can be included here, see list of web sites in “Resources” section below.)</td>
<td>Participation and dialogues</td>
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<tr>
<td>Explore and discuss similarities and differences between French and American cultures using simple sentences.</td>
<td>Cultural differences between the American and French educational systems.</td>
<td>Identify differences and similarities in the French and American school systems.</td>
<td>Use the futur proche to discuss activities at school and at leisure.</td>
<td>Essays</td>
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<td></td>
<td>Expressions indicating likes and dislikes and reasons for them.</td>
<td>Use expressions such as J'aime,…je n'aime pas…, parce que…, to identify personal preferences.</td>
<td>Use of clip art and other pictures for vocabulary.</td>
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<td>Interrogatives expressions beginning with: Où, Quand, Qui, Pourquoi, Qu'est-ce que…</td>
<td>Formulate questions using pertinent interrogative expressions</td>
<td>Role plays where students will discuss school and leisure activities, thus activating use of appropriate interrogative expressions as well as present tense and the futur proche. (examples of graphic organizers to be found in Appendix.)</td>
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### My World (cont.)

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<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What students will know.</strong></td>
<td><strong>What students will be able to do.</strong></td>
<td><strong>Technology Implementation/Interdisciplinary Connections</strong></td>
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<td>Role plays where students will discuss likes and dislikes regarding personal preferences (i.e. school subjects, teachers, school and leisure activities), thus activating use of appropriate interrogative expressions as well as present tense and the futur proche.</td>
<td>Create situations where students will need to discuss differences and similarities in the French and American school situations with an &quot;exchange student&quot; and/or with their classmates &quot;at home in the USA&quot;.</td>
<td>Examine, interpret and discuss articles pertinent to this topic from <em>Okapi</em> magazine.</td>
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</table>
**Resources:**
Description, gender/number agreement, likes/dislikes and preferences, *Allez, viens III*

Likes/dislikes. *Allez, viens! II*  p.96(expressions in **bold** to be used with after school activities) *Panorama culturel* p.205. After-school leisure activities (from blue book-need page number)

French School system. *Allez, viens III* Chapter 5-1, 5-3, pp117, 126-129, 132, 133; *Panorama Culturel*, p.129

Selected articles, as appropriate, from current issues of *Okapi* magazine.

Suggested Web sites:
http://mammouthland.free.fr/cours/modules/gestiontemps.htm - school information
http://members.fortunecity.com/chezmanon/enfants/207/temps.htm - school information
http://www.photofarfouille.com/categorie-16750.html - school information
http://www.wfi.fr/volterre/academie.html - list of school web sites in France
http://globegate.utm.edu/french/globegate_mirror/famille.html - links to sites about la famille francophone

http://globegate.utm.edu/french/globegate_mirror/sport.html - francophone links to sports and leisure activities

**Instructional Adjustments:**
### My Ideal Vacation

**Targeted Standards:**
- Students will interpret information about vacations and traveling, engage in conversations about vacations taken and planned, and present travel information to an audience.
- Students will understand the relationship between French vacation practices and why the French travel when and the way they do.
- Students will examine popular tourist destinations in the Francophone world.

**Unit Objectives/Conceptual Understandings:**
- Students will understand that they need to change verb tense when speaking of past vacations and ones that they are currently planning or taking part in.
- Students will understand that weather conditions relate and influence vacation planning.
- Students will understand that sequencing events that have already happened and that will happen require additional vocabulary.
- Students will understand that comparing things that they prefer to do and prefer to see requires adjective agreement.
- Students will understand that to ask for and give advice concerning vacations in the French-speaking requires certain verb forms.
- Students will understand that there are differences between cities and the country in the French-speaking world.

**Essential Questions:**
- What are the differences between cities and rural areas in French-speaking parts of the world?
- What role does weather play in activities that people can do while on vacation?
- What kind of advice would you give someone who is going on vacation in a French-speaking part of the world?

**Unit Assessment: Integrated Performance Assessment**

- **Interpretive:** Students read about 2 girls’ vacations and answer questions about their stories.
- **Interpersonal:** Students ask each other about and discuss activities they did while on vacation.
- **Presentational:** Students plan their own vacation to a Francophone part of the world.
### My Ideal Vacation (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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<tr>
<td><strong>Concepts</strong></td>
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<td>What will students know?</td>
<td>What will students be able to do?</td>
<td>Technology Implementation/ Interdisciplinary Connections</td>
<td>Homework assignments that allow for quick understanding checkpoints.</td>
</tr>
<tr>
<td>Discuss weather conditions and temperatures.</td>
<td>Discuss appropriate clothing to take when traveling to French-speaking regions in different types of weather.</td>
<td>Internet-based activities: finding weather for specific cities/areas and typical weather for specific times of the year in weather databases (available on yahoo weather or weather.com).</td>
<td>Quizzes on vocabulary and expressions that assess retention of concept objectives.</td>
</tr>
<tr>
<td>Clipart or other pictures for vocabulary</td>
<td>TPR for vocabulary and/or expressions</td>
<td>Shop for the latest styles online for the types of clothing they need for their trips. (Activity can be enhanced by having a budget to buy the clothing for their trip. Teachers can vary the budget amounts and allow students to pick the different budgets from a hat; this will allow for variety and make presentations interesting.)</td>
<td>Oral and written presentations and projects that assess ability to perform skill objectives.</td>
</tr>
<tr>
<td>Discuss items they would need to pack in addition to clothing in order to prepare for outdoor vacations, excursions, or other long trips.</td>
<td>Ask and answer questions about events that have taken place, events that will take place, and related general questions.</td>
<td>Oral assessments that allow for situations that spark spontaneous conversations that demonstrate performance of skill objectives.</td>
<td>Written assessments in the form of essays and/or exposes on cultural information.</td>
</tr>
<tr>
<td><strong>Activities/Strategies</strong></td>
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<td><em>What will students know?</em></td>
<td><em>What will students be able to do?</em></td>
<td>Technology Implementation/Interdisciplinary Connections</td>
</tr>
<tr>
<td>Communicate and interact in guided conversations on a variety of familiar topics and/or topics studied in other core content areas such as grade-level appropriate math, health, social studies and science topics. Attempt to create with language but most accurate with familiar (memorized) language. Most accurate with simple sentences. Accuracy decreases as language becomes more complex.</td>
<td>Discuss what they and others are going to do in the near future, including: travel preparations, scheduling things to do, celebrations, and special events. Use the passé composé form to recount events that have happened. Use the infinitive to list activities they and others are planning on doing and to list activities that they could do. Ask for and give directions and discuss locations of places in cities towns or other locations visited.</td>
<td>Shop online for items other than clothing needed for trips to outdoor destinations (camping, hiking, swimming, skiing, scuba diving, fishing, canoeing, etc.) Search news stories in francophone areas targeted so students can find and respond to who, what, where, why, and how questions. Activities sequencing preparations for vacation on a timeline. Making lists of necessary items for various destinations and different times of the year and for different itineraries; including different types of activities at the destination.</td>
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### My Ideal Vacation (cont.)

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<td><strong>Assessment Check Points</strong></td>
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<tr>
<td><strong>Instructional Actions</strong></td>
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<tr>
<td>Ask and respond to questions, make requests and express preferences in various social situations using learned expressions and strings of sentences.</td>
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<td>Planning vacations using aller + infinitive constructions, setting up itineraries, planning activities, items to wear, etc.</td>
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<td>Create and present orally and/or in writing brief messages, poems, rhymes, stories, short plays or skits, or role-plays using familiar vocabulary in a guided format.</td>
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<td>Discussing items already purchased for vacation (passé composé) vs. what you already had or didn’t have (imparfait).</td>
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<td>Discussing past vacations or experiences with travel.</td>
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<td>Create situations where students are lost at one of the target locations and need to call a friend from the region in order to find their way to their destination (authentic maps can be found online).</td>
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<td>Create matching games where characteristics, products, specific places of interest, activities, etc. are matched with target cultural locations; i.e.: Paris, Abidjan, Québec…</td>
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<td>What students will know.</td>
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| Resources: Essential Materials, Supplementary Materials, Links to Best Practices | Allez, viens! Holt French level 2

Regional overviews
1. Les environs de Paris, pgs. 1-3
2. Allez, viens a la Martinique!, pgs. 79-81
3. Allez, viens en Touraine!, pgs. 109-111
4. Allez, viens en Côte d’Ivoire!, pgs. 187-189
5. Allez, viens en Provence!, pgs. 217-219
6. Allez, viens aus Québec!, pgs. 295-297

Regional overview videos: beginning chapters 1, 4, 5, 8, 9, 12

Videos: Chapter 4, Martinique and Chapter 12, Québec

Clothing/weather: Allez, viens!, pgs. 13-16

Martinique: Allez, viens!, pgs 78-107 (ch. 4)
## My Ideal Vacation (cont.)

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th>Essential Materials, Supplementary Materials, Links to Best Practices</th>
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<tbody>
<tr>
<td>Loire Valley &amp; passé composé</td>
<td>Allez, viens!, pgs. 136-159 (ch.6)</td>
</tr>
<tr>
<td>Québec</td>
<td>Allez, viens!, pgs. 294-313 (ch. 12-1, 12-2)</td>
</tr>
</tbody>
</table>

**Other resources & suggested websites**

- [http://www.bonjourquebec.ca](http://www.bonjourquebec.ca) – tourism in Québec
- [www.outremer.com](http://www.outremer.com) – Overseas departments and territories of France
- [http://www.utm.edu/departments/french/french.html](http://www.utm.edu/departments/french/french.html) - Tennessee Bob’s famous French links
- [http://www.3suisses.fr](http://www.3suisses.fr) – catalog shopping for clothes, etc.
- [http://www.laredoute.fr](http://www.laredoute.fr) – catalog shopping for clothes, etc.

Websites for individual castles and sites (need to be individually looked up)

Other websites for Québec tourism (need to be individually looked up)

Websites for Côte d’Ivoire tourism (need to be individually looked up)
# Memories (Past and Present)

**Targeted Standards:**
- Students will interpret information about memories and childhood, engage in conversations about memories and childhood, and present this type of information to an audience.
- Students will understand the relationship between French childhood practices and why the French engage in these practices.
- Students will examine popular childhood products from the Francophone world.

**Unit Objectives/Conceptual Understandings:**
- Students will understand that their childhood and their lives now are different.
- Students will understand that there are similarities and differences between Francophone culture practices as opposed to those found in the U.S.
- Students will understand that it is important to change verb endings in order to show who is doing the action and when it is happening.
- Students will be able to discuss the way things used to be in the past.
- Students will be able to discuss the things they used to do when they were smaller.
- Students will be able to ask family members and other elders how things used to be when they were younger.
- Students will be able to compare how things are now and how they used to be.
- Students will be able to discuss future plans.
- Students will be able to discuss how they want things to be in the future.

**Essential Questions:**
- What was your life like when you were smaller?
- How do Côte d’Ivoire grandparents’ and parents’ pasts differ from your own family’s past?
- How would you ask someone questions about how things used to be in their pasts? How would you tell them how things used to be in your past?

**Unit Assessment: Integrated Performance Assessment**

**Interpretive:** Students read about grandparent and grandchildren’s relationships and answer questions about their stories.

**Interpersonal:** Students ask each other about and discuss activities their most memorable birthdays.

**Presentational:** Students interview parents or grandparents and present to the class on how their lives were when they were growing up.
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<tr>
<td>Demonstrate comprehension of key words and phrases through appropriate oral, aural, and physical responses.</td>
<td>Formation of the imperfect tense</td>
<td>How to describe what they used to do when they were little.</td>
<td>Have students design webs that represent their behaviors, tastes, habits, etc. when they were little.</td>
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</tr>
<tr>
<td>Identify main or important ideas presented through oral, visual, and/or written cues by appropriate verbal and physical responses and presentations.</td>
<td>Construction of the passé and composé</td>
<td>Describe what things were like when they were little.</td>
<td>Students can design storyboards that represent an incident that happened when they were little, or represent a typical day for them.</td>
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<tr>
<td>Demonstrate comprehension of main or important ideas through appropriate oral and/or written responses.</td>
<td>Use of comparative words and superlatives</td>
<td>Use the imperfect to describe the way things used to be.</td>
<td>Prepare dialogues that allow students to discuss and compare each others childhoods, things they liked, things they liked to do, and what their families and their lives were like.</td>
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<tr>
<td>Communicate and interact in guided conversations on a variety of familiar topics and/or topics studied in other core content areas such as grade-level appropriate math, health, social studies and science topics.</td>
<td>Use of the passé composé vs. imparfait to recount and describe past events</td>
<td>Use the passé composé to recount something they did when they were little.</td>
<td>Make comparative charts where students can use comparative words and superlatives in order to express whether they prefer their lives the way they are now or if they prefer the way things were when they were smaller.</td>
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<td>Compare how things used to be and how they are now.</td>
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<td>Oral assessments that allow for situations that spark spontaneous conversations that demonstrate performance of skill objectives.</td>
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<td>Create and present orally and/or in writing brief messages, poems, rhymes, stories, short plays or skits, or role-plays using familiar vocabulary in a guided format.</td>
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<tr>
<td>Students can interview parents/relatives, or other adults and find out if they prefer the way things are now or the way things were when they were younger.</td>
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<tr>
<td>Students can research online to find out things that happened on the day they were born and share and compare the information with classmates.</td>
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<tr>
<td>Write an essay or prepare a presentation that recounts something that they remember happening when they were young that they thought would be interesting, funny, or that they would like to share with the class.</td>
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</table>
# Memories (Past and Present) (cont.)

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<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
<td>Use a story that students are already familiar with to use as a model for setting up the differences between describing the action that happened and the description of the setting and the way things used to be. Write a story as a class that sets up a scene or describes what used to happen and retells a series of events in order to practice usage of passé composé vs. imparfait</td>
</tr>
</tbody>
</table>

## Resources: Essential Materials, Supplementary Materials, Links to Best Practices

**Allez, viens! Holt French level 2**

- Discussing what happened using *Passé composé* verbs with *avoir*, *Allez, viens!* 2, ch 6-1, pgs. 141-145 (review)
- Discussing what happened using *Passé composé* verbs with *être* *Allez, viens!* 2, ch 6-2, pgs. 146-149 (review)
- Discussing what things were like using the *Imparfait*, *Allez, viens!* 2, ch 8-1, 8-2 pgs. 196-204
- Telling what took place in the past: *Passé compose vs. imparfait*, *Allez, viens!* 2, ch 9-2, pgs. 230-234

## Instructional Adjustments:

Modifications, student difficulties, possible misunderstandings
### Memories (Past and Present) (cont.)

<table>
<thead>
<tr>
<th>Other resources &amp; suggested websites</th>
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</thead>
<tbody>
<tr>
<td>Biographies of people of interest to the students</td>
</tr>
<tr>
<td>Stories students may be familiar with to review passé composé</td>
</tr>
<tr>
<td>Reading material containing passé composé and imparfait</td>
</tr>
<tr>
<td>Selected chapters from the following cultural texts:</td>
</tr>
<tr>
<td>- <em>French or Foe?</em> By Polly Platt</td>
</tr>
<tr>
<td>- <em>French Toast</em> by Harriet Welty Rochefort</td>
</tr>
<tr>
<td>- <em>French Fried</em> by Harriet Welty Rochefort</td>
</tr>
<tr>
<td>CD’s and lyrics (e.g.: Barbara : <em>Les voyages</em>, Ilona Mitrecey: <em>C’est les vacances</em>)</td>
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<td><a href="http://globegate.utm.edu/french/globegate_mirror/famille.html">http://globegate.utm.edu/french/globegate_mirror/famille.html</a> - Tennessee Bob’s famous French links</td>
</tr>
<tr>
<td><a href="http://www.culture.gouv.fr/culture/inventai/patrimoine/">http://www.culture.gouv.fr/culture/inventai/patrimoine/</a> - médiathèque de l’architecture et de la patrimoine</td>
</tr>
</tbody>
</table>
## Legends and Storytelling

### Targeted Standards:

**Communication:**
- Students will engage in conversation, and ask and answer questions about their favorite stories
- Students will read authentic text about a legend in French
- Students will present information to an audience setting the scene for a story with a beginning, middle, and an end
- Students will talk about their latest news and react to news

**Culture:**
- Students will examine the types of legends and myths in French cultures
- Students will identify different methods of storytelling in French cultures and compare to those they grew up with

**Comparisons:**
- Students will demonstrate an understanding of culture through comparing differences in storytelling in American and Francophone cultures
- Students will demonstrate and understanding of the nature of language through comparing the use of the *passé composé* and the *imparfait* (past tenses) in French
- Students will demonstrate an understanding of the nature of language through comparing the use of past tense of reflexive verbs

**Connections:**
- Students will reinforce and further their ability to describe their past activities through use of the foreign language

### Unit Objectives/Conceptual Understandings:
- Students will understand that there are many ways to describe activities and events in the past.
- Students will understand that there are different ways to set the scene for a story.
- Students will understand that teenagers from Francophone cultures share similar interests in telling stories as French language learners.
- Students will understand that both the *passé composé* and the *imparfait* are used to describe past scenes and events.
- Students will understand that it is important with certain verbs, including *être* verbs and reflexive verbs, to make the past participle agreement when using *passé composé* to write about past events.

### Essential Questions:
- What stories did you enjoy listening to as a child? Did you make up your own stories?
- What stories did you enjoy retelling? Did you change the order of events?
- How would you describe your favorite characters? To what extent can you express this in French?
- What did you do to tell a good story? Did you dress up/use props/gestures?
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</thead>
<tbody>
<tr>
<td><strong>Use and understand learned expressions, sentences, questions and polite commands when speaking and listening.</strong></td>
<td><strong>Concepts</strong>&lt;br&gt;How to use the past tense, including passé composé and imperfect with regular and irregular verbs and reflexives&lt;br&gt;How to use appropriate object pronouns including when to make them agree with the past participle&lt;br&gt;Vocabulary for story telling including science fiction, fairy tales and legends&lt;br&gt;Vocabulary for describing people, places and events&lt;br&gt;Vocabulary for weather</td>
<td><strong>Skills</strong>&lt;br&gt;Describe what people and places used to be like&lt;br&gt;Sequence events&lt;br&gt;Read about how stories are told in Francophone cultures&lt;br&gt;Read and generally comprehend stories from Francophone cultures&lt;br&gt;Write about their favorite childhood character and fairytale&lt;br&gt;Talk about past events and react to the latest news&lt;br&gt;Present a story with a beginning, middle and end&lt;br&gt;Talk about what characters did</td>
<td><strong>Activities/Strategies</strong>&lt;br&gt;Technology Implementation/Interdisciplinary Connections</td>
<td><strong>Homework assignments that allow for quick understanding checkpoints.</strong>&lt;br&gt;<strong>Quizzes on vocabulary and expressions that assess retention of concept objectives.</strong>&lt;br&gt;<strong>Oral and written presentations and projects (e.g. - letters, stories, poems) that assess ability to perform skill objectives.</strong></td>
</tr>
<tr>
<td><strong>Create simple paragraphs when writing.</strong>&lt;br&gt;<strong>Understand important ideas and some details in highly contextualized authentic texts when reading.</strong>&lt;br&gt;<strong>Demonstrate increased control of vocabulary and increased fluency in the language.</strong></td>
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How to sequence events in a story and used to do

### Legends and Storytelling (cont.)

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<tr>
<td><strong>Show no significant pattern of error when performing functions at the novice-high level</strong></td>
<td>How to react to the latest news</td>
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<td>Oral assessments, formal and informal, that allow for situations that spark spontaneous conversations that demonstrate performance of skill objectives.</td>
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<tr>
<td><strong>Communicate effectively with some pattern of error which may interfere slightly with comprehension of functions performed at this level</strong></td>
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<td>Use graphic organizer(s) to find common theme/character traits and compare</td>
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<tr>
<td><strong>Understand oral and written discourse with few errors in comprehension when reading</strong></td>
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<td>Students read myths/legends/fairytales in Francophone cultures</td>
<td>Written assessments in the form of essays and or exposés on cultural information</td>
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<tr>
<td><strong>Imitate culturally appropriate behavior when working with the functions at this level</strong></td>
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<td>Create a poster/storyboard/triorama with appropriate quote(s)</td>
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<td>Round-robining to tell an authentic story with a beginning/middle/end</td>
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<td>Charades with new vocabulary</td>
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<td>Listen to stories told by classmates and decide on a new ending</td>
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<td>Read about cultural experiences in Francophone cultures, such as why people</td>
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Legends and Storytelling (cont.)

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<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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<td>Students use graphic organizer(s) to sequence the events of a story</td>
<td>Use pictures of characters in the legend to describe them and the events</td>
<td>Make and use stick puppets to relate the myth/legend</td>
<td>Use the Internet to explore different legends told in Francophone cultures</td>
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

**Allez, viens! level 2** (French textbook):
1) Review/recycling of passé composé (avoir & être verbs) - *Allez, viens!* 2, ch. 5-1, p.120-121, ch. 6-2, p.147-148

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
3) Reflexive verbs in *passé composé* - *Allez, viens! 2*, ch. 7-1, p.167
4) Single object pronouns and their placement - *Allez, viens! 2*, ch. 10-1, p. 252-253, (w/reflexive verbs - ch. 7-1, p.167
5) Appropriate exercises in the accompanying student workbook for *Allez, viens! 2*
6) Appropriate exercises/activities in the accompanying Teachers’ Resource Book for *Allez, viens! 2*

### Legends and Storytelling (cont.)

**Suggested legends/myths** (teacher may choose depending on student interest, ability and time available):
1) *L’histoire de Mamy Wata, Allez, viens! 2*, ch. 8, p. 212-213 (*passé composé vs. imparfait*)
2) *En haut la Terre en bas la terre* - conte cajun (*passé composé vs. imparfait, single object pronouns*) (will be found in hard copy appendix)
3) *Le Loup-garou* - conte québécois (*passé composé vs. imparfait, single object pronouns*) (will be found in hard copy appendix)
4) *Mimoun le bûcheron* - (*passé composé vs. imparfait*) (will be found in hard copy appendix)
5) *Une soirée au chantier* - conte québécois (*passé composé vs. imparfait*) (will be found in hard copy appendix)
6) *Le petit chaperon rouge* - (*imparfait*) will be found at website [contemania.com](http://www.contemania.com) (listed below)
7) *L’Antilope et l’escargot* - conte africain (*présent, some passé composé*) (will be found in hard copy appendix)

**Suggested web sites:**
- [http://www.utm.edu/departments/french/french.html](http://www.utm.edu/departments/french/french.html) - Tennessee Bob’s famous French links
- [http://miscositas.com](http://miscositas.com) - fables/legends
- [http://www.momes.net/listedhistoires.html](http://www.momes.net/listedhistoires.html) - fables/legends/fairytales
APPENDICES
### WORLD LANGUAGES PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>Seven-Year French Program</th>
<th>Five-Year French Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 6 A/B (503, 506)</td>
<td>French 1 (Accelerated)</td>
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<tr>
<td>French 7 A/B (504, 507)</td>
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<tr>
<td>French 5/AP (Honors)</td>
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PROGRAM COMPONENTS FOR FRENCH 2-1

Text -

Practice and Activity Book
Audiocassette Tapes/CDs
Video component
LESSON PLANNING

Teachers are advised to familiarize themselves thoroughly with the introductory pages of the teacher's edition.

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

**Written Plans:** A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example:** The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.

1. **Preparation of Lessons**
   a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
   b. Read and study the content of the entire lesson (chapter). Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
   c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans.
   d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
   e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
   f. The lesson usually should represent a blend of new work and review material.
2. Structures
   a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.
   b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.
   c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. Exercises:
   Related text and workbook exercises should be included with the study of each segment of the lesson. It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. Personalization
   a. Vary questions and drills in the text in order to personalize the content.
   b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. Pictures - Transparencies
   a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
   b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. Use of French
   a. Conduct the lesson in French to the extent possible.
   b. Emphasize usage rather than analysis. Talk in the language, not about the language.
   c. Do not encourage translation or decoding into English on the part of students.
Teachers are encouraged to administer brief quizzes throughout the study of each unit. Frequent quizzes will help gauge the achievement of students, diagnose individual learning problems and judge the effectiveness of teaching. The value of the quiz lies in its positive effect on student learning and the practice it affords in the art of test-taking. The quiz enables the teacher to acquaint students with types of items that are subsequently encountered in tests. It may serve to encourage students to devote time regularly to language study.

**Oral tests** are indispensable for judging oral production of sounds, fluency and "automatic" responses to oral, visual or written stimuli. Consider the promptness, correctness and appropriateness of responses in the light of directions given, questions asked, statements made and situations indicated. Specific quizzes should be developed to evaluate listening comprehension in each chapter.

**Grading:** Student achievement in the four skills (listening, speaking, reading, and writing) should be evaluated each marking period. Although publishers' tests serve to measure student achievement in reading and writing, scores from these should not weigh heavily in determining students' grades for the marking period.

Our program objectives include the development of listening and speaking skills. Therefore, achievement and progress in these areas must be considered integral components of the evaluation process.

Student performance on a daily basis as well as scores on formal instruments of evaluation constitute criteria for determining the marking period grade. The grade should represent a global evaluation of all aspects of learning during the designated time period.

Semester grades should be calculated using the following components:

**Semester assessment:**

- Mini assessments (listening, reading, writing, speaking)
- Oral participation
- Notebook
TECHNOLOGY

An integral part of the middle school program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the French language and culture on the United States and the world
- famous men and women from French-speaking countries
- French names and their origin
- flags of French-speaking countries
- foods
- sports
- music
- similarities and differences in residences
- school life
- shopping
- attitudes toward time
- greetings and farewells
- historical
- figures on currencies Spain and Mexico

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, diaramas or other such visuals.

This can be a group, partner or individual activity.
Seven-Year Sequence

1. **French/French 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of French from the elementary school are enrolled in French 506. Students who begin the study of French in the middle school are enrolled in French 503. French is a new language offering, so all students begin this language in French 526.

2. **French/French 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/French 6.

3. **French/French 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/French 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/French everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/French alternate day program.

4. **French 9 (Honors)** - Eighth-grade students in the 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for French 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 9H should be placed in a French 2-1 class.

5. **French 9 (Honors)** - Eighth-grade students in the 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for French 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 9H should be placed in a French 3-1 class.

6. **French/French 10 (Honors)**
   a) It is expected that most students now enrolled in World Languages 9 will proceed directly to World Languages 10 (Honors). The criteria delineated below serve as guidelines for the placement of students in World Languages 10 classes.
      - Maintain grades in World Languages 9 of A or B.
      - Ability to grasp and retain structural concepts
      - Above average proficiency in all language skills: listening, speaking, reading and writing.
      - Ability to function in the language, i.e., accustomed to using the language in the classroom
      - Generally favorable attitude toward language learning - demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.
   b) World Languages 9 students who do not meet the above criteria should be recommended for placement in World Languages 3.

7. **French/French 4** - Upon completion of World Languages 10H, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).
   a) French/French 4 - Honors: Guidelines for placement in 4-Honors are listed below.
      - Projected end-of-year grade of B or in World Languages 10 or A in 3 and teacher recommendation
      - Above-average proficiency in all language skills: listening, speaking, reading and writing
Ability to perform successfully in a diversified, in-depth academic program
Self-motivation and interest in language study

b) French/French 4-1 (Accelerated): Students recommended for 4-1 should meet the following criteria.
- Projected end-of-year grade of C in World Languages 10 or B/C in 3
- Average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform in the language within the framework of a less intensified program than the honors program
- Interest in improvement of basic language skills

8. French/French 5/AP (Honors): This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.
- Projected end-of-year grade of A or B in World Languages 4-Honors. Exceptional students from World Languages 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
- Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
- Since the French AP program follows the literature syllabus, students who enroll must also have the potential ability to:
  ◊ analyze and interpret literary works
  ◊ compare and contrast different authors, works and periods
  ◊ identify figures of speech, symbolism, meter or rhyme schemes
  ◊ evaluate literary works
  ◊ high degree of self motivation; able to work independently

9. French/French 5-1, (Accelerated): Students who have completed a fourth year French program with a grade of C or better but who are not recommended for the AP course may elect French 5-1.
Four-Year Sequence

1. **French/French/Latin 1 (Accelerated)**
   Students who are native French speakers wishing to enroll in a French course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.

2. **French/French/Latin 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/French/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.

3. **French/French/Latin 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
   - Projected end-of-year grade of C or better in World Languages 2
   - Ability to grasp and master structural concepts
   - Ability to read with comprehension
   - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

4. **French/French 4** - Upon completion of World Languages 10 or 3, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).
   
a) **French/French 4-Honors**: Guidelines for placement of students in 4 Honors are listed below:
   - Projected end-of-year grade of B or better in World Languages 10 or A in III and teacher recommendation
   - Above-average proficiency in all language skills: listening, speaking, reading and writing
   - Ability to perform successfully in a diversified, in-depth academic program
   - Self-motivation and interest in language study

b) **French/French 4-1 (Accelerated)**: Students recommended for 4-1 should meet the following criteria:
   - Projected end-of-year grade of C in World Languages 10 or B/C in 3
   - Average proficiency in all language skills: listening, speaking, reading and writing
   - Ability to perform in the language within the framework of a less intensified program than the honors program
   - Interest in improvement of basic language skills

c) **Latin 4 (Honors)**: Enrollment in fourth-year Latin classes does not permit grouping.

Recommendations are subject to review and approval by the principal or his/her designee.

Martin Smith
Beatrice Yetman
World Languages Supervisors

**APPROVED:**
Rose Traficante
Assistant Superintendent
MS/BY/pa
Revised: 1/02, 11/02, 12/03, 1/05
Seven-Year French Program

French 6 A/B (526)
French 7 A/B (527)

French 8 A/B (528)

French 8 (538 - 5x/week program)

French 9 (Honors)
French 10 (Honors)
French 4 (Honors)

French 5/AP (Honors)

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Five-Year French Program

French 1 (Accelerated)

French 2 (Accelerated)

French 3 (Accelerated)

French 4 (Accelerated)

French 5 (Accelerated)
WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year French Program
French 6 A/B (503, 506)
French 7 A/B (504, 507)
French 8 A/B (From French 504) → French 2 (Accelerated)
French 8 A/B (508) → French 3 (Accelerated)
French 8 (518 - 5x/week program)
French 9 (Honors)
French 10 (Honors)
French 4 (Honors)
French 5/AP (Honors)

Five-Year French Program
French 1 (Accelerated)
French 2 (Accelerated)
French 3 (Accelerated)
French 4 (Accelerated)
French 5 (Accelerated)
WORLD LANGUAGES PROGRAM SEQUENCE

Four-Year Latin Program

Latin 1 (Accelerated)

Latin 2 (Accelerated)

Latin 3 (Accelerated)

Latin 4 (Honors)
OPTIONAL ACTIVITIES

FRENCH JOURNAL:

Students will write to other students in the district (from same teacher, same school, or possibly between schools) on journal/writing topics from class. These entries would be placed in a journal notebook and then responded to by a pen pal student in a different class. Based on technology availability, e-mail journal/pen pal letters are possible. Journal entries would be brief and geared to the thematic unit being studied. These journals would be kept through February with the proposal of gathering the students together to meet each other at a language fiesta, with games and food, during World Language Week.
APPLICATION ACTIVITIES

Listening activities/TPR responses

The natural approach (handout)

Listening activities using visuals (tiras cómicas)

TPR Storytelling (handout)

***GOUIN SERIES*** see handout

Language ladder of feelings

OPTIONAL ACTIVITIES

FRENCHJOURNAL:

Students will write to other students in the district (from same teacher, same school, or possibly between schools) on journal/writing topics from class. These entries would be placed in a journal notebook and then responded to by a pen pal student in a different class. Based on technology availability, e-mail journal/pen pal letters are possible. Journal entries would be brief and geared to the thematic unit being studied. These journals would be kept through February with the proposal of gathering the students together to meet each other at a language fiesta, with games and food, during World Language Week.
APPLICATION ACTIVITIES

Students should be provided with opportunities to apply in meaningful and realistic situations the vocabulary and structures learned. Activities similar to those described below are recommended.

**Oral Activities**

1. Students present 2-3 sentences in description of a classmate. This may take the form of a game, ¿Quién es?

2. After viewing pictures, students ask and answer questions concerning the illustrations.

3. Tú-usted: Students respond to a situation similar to the one described below:

   ¿Quién habla inglés? Raúl, a young Mexican boy, needs help reading a letter he received from an American pen pal. He asks the following people if they speak English. Play the part of Raúl using tú or usted as appropriate.

   Model: Sra. Valdés (His music teacher) - ¿Habla usted inglés?

   Examples: Pablo (a friend)
              Alfredo (a classmate)
              Sr. Rosales (a friend of his father)
              Marta (a classmate)
              Sr. Gómez (his French teacher)
              Srta. Martínez (his math teacher)
              Felipe (his cousin)
              Sra. Fernández (a neighbor)

4. In 3-4 sentences, students describe their sports activities.

5. Students select a sports hero and briefly describe her/him.
Application Activities: p.2

6. A student plays the role of a character from the textbook Fotonovela selection. Other students direct questions to her/him.

Written Activities

1. Students write several sentences to describe a classmate. These brief paragraphs may then be read in class.

2. Students describe a picture or photograph depicting a famous person.

3. Students write a personalized application of a dialog.

4. Students prepare their own visuals or use magazine pictures illustrating comparison of adjectives. Students write descriptive sentences related to the visual.

5. Based on information contained in the reading, students assume the role of a person and describe her/his activities. ex: Yo soy Mari Carmen.

6. The class, with teacher direction, develops a paragraph of interest activities. Sentences are put in proper sequence to form a logical paragraph. This activity serves as a model for a paragraph to be written by each student.

7. Geography: Students write approximately five sentences comparing/contrasting cities of the U.S. and of South America.

8. Travel: Students sketch or find pictures depicting train travel and label them appropriately.
ENRICHMENT ACTIVITIES

Students who demonstrate exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Activities recommended for academically talented students include independent reading, research or a special project. Some specific suggestions are listed below.

1. Pursue research on a place, event, person or topic of interest (a region of Spain, a city of South America, a French artist, bullfighting, etc.)

2. Reading selections from an elementary level reader, e.g., La familia Marin (Holt, Rinehart and Winston).

3. Interview a French-speaking person in the community.

4. Correspond with a pen pal from a French-speaking country.

5. Write to an Hispanic sports figure or a celebrity in the entertainment field.

6. Design a word game or puzzle.

7. Prepare a culture capsule and present it to the class.

8. Listen to a French radio broadcast or watch a French television program.

9. Write an article in French for the school newspaper.


11. Write an original story or dialog accompanied by illustrations.

12. Learn to play or sing a French song.

13. Collaborate with another student to prepare and dramatize a skit or to prepare and present a debate.

14. Compile a list of English words encountered that are of French origin.

15. Keep a personal diary.

16. Design a greeting ad.

17. Prepare categories and items for adaptations of TV game shows, e.g., Jeopardy.

18. Draw pictures, a series of pictures or cartoons based on reading selections.
19. Read selections from previous text.
HOW TO LEARN AND HAVE FUN IN FRENCH

You did it! You made the important decision to study French. You will now begin to ascend the Language Pyramid. ¡Felicitaciones! Congratulations!

Your success in French will depend upon your willingness to take daily risks (not at all life-treating) in order to develop your ability to its full potential. As well, you must be aware of and practice certain personal habits and social manners which will hasten and enhance your progress in and out of the classroom. For these reasons, I offer the following suggestions to you and wish you, "Buena Suerte!"

1. Say, "Hi" to your profesor/as you enter your classroom. No matter what él or ella is doing, a few words, en español, por supuesto, are always welcomed.

   Greet your teacher in a formal way,
   As you come to class on time each day,
   **Usted is correct, when you speak with respect,**
   "Buenos días. ¿Cómo está Ud. (usted)?"
   Are just the right words to say.

2. Make preparedness an essential part of your daily routine. By doing so you show that you are self-reliant and responsible-admirable qualities to be sure! You are the person to provide for your needs, since you know best what they are.

   Paper, pen, pencil and pad,
   Whiteout, workbook and text
   **You always prepare.**
   It's clear that you care!
   You're ready for the lesson that comes next.

3. Developing good habits is an important to your classroom performance as it is to the smooth operation of each class period. Time is of the essence/to be efficiently utilized for the benefit of all. **Do your part daily!**

   Before the bell rings, there are some things you might do:
   Please open your, "texto" and review your "tarea"
   Sharpen your “lápiz”, dispose of your "basura",
   This lesson is about to "empezar".
4. **You are encouraged to communicate in French. Seize any opportunity to do so.** When asking for permission, for a variety of reasons, an appropriate phrase in French may be rewarded (at the teacher's discretion) with an affirmative reply. There is the danger of abusing this behavior. Be prudent!

   If before the lesson commences,
   You've an important request to make,
   Raise your hand to quietly convey,
   That you need recognition.
   Then politely say, ¿Me permite, por favor?"
   Well, wasn't that a "piece of cake?"

5. Make the important commitment to participate in all classroom activities. They are uniquely designed to assist you in reaching certain goals in your language studies. You're a beginner. We realize that. Remember -- it you do not use it, YOU WILL LOSE IT -- that is, the mental and physical agility to practice your developing language skills.

   **Take that risk for communication!**
   Overcome your trepidation!
   What you gain for your participation,
   Is a personally, satisfying, standing ovation!
   ¡BRAVO!

6. Some activities are frowned upon, disdained, even illegal in most places. But here in French class, that are encouraged, condoned, even rewarded! If you practice them faithfully, you will accumulate an endless amount of vocabulary -- giving you the POWER to speak and write with confidence. So COPY, EAVESDROP, STEAL! **Earn your REWARD!**

   Where do you find the words which will say it,
   Just the right expression to convey it?
   Look no further than your REPertoire.
   Its contents, uniquely yours,
   Are the "keys" to open many "doors"
   And make you a French Language Star!

7. **The "Road Map" to Language Proficiency** shows many paths to follow. You may choose several at the same time to hasten your arrival. The most direct is "**Infinitive Way**", a route densely populated with verbs descriptive of every
human endeavor. Reach out to them everywhere! Remember them! Each is a bridge, a support for a multitude of ideas, imaginary wanderings and personal opinions.

**Infinitives, infinitives**
We cannot do without.
To live, to work, to play, to be,
That's what they're about.
Make them your "friends",
Get to know them very well.
With your personal collection
Always ready for your selection,
You'll have many tales to tell.

8. **Learning another language requires a positive attitude.** You must be ready and willing to work hard and consistently in order to acquire and develop your skill in 4 areas: READING, WRITING, LISTENING, and SPEAKING.

The classroom setting, though not ideal, does offer some definite advantages: interaction with others, reliable correction of errors, a disciplined utilization of time, and the opportunity to question and to share ideas. Whatever you do here, **do it with energy and enthusiasm -- "Con Ánimo!"**

("Ready", "Willing" = “Able”) This is the truth-not a fable!

"Ready", "Willing", and "Able"
Were sitting together at the table.
Ready remarked, "I've" planned something to do.
Willing said, "I want to do it with you.
Able joined in, "I can certainly do it too!"

9. Being able to talk about yourself is a personal motivation for studying another language. You'll be doing a lot of this in French. Your teacher will help you by asking questions which allow you to take "center stage" for a few moments. **Remember, what you say is important -- to you.** If you can project this belief through your self-assured attitude while speaking, others will listen and pay attention to you.

**Getting to know you is your Teacher's delight.**
So she queries and questions you.
Where do you work? What do you like to do?
Once in a while, you might,
If you have the inclination,
Turn the interrogative back to her instead.
And listen to her point of view or bit of
information.
Remember -- use Usted.
10. **The most intelligent person asks questions**, requests help, seeks advice from others more experienced than him/herself. Be curious. Discover knowledge. What you find is forever yours, never to lose, but available to share with others if you choose to do so.

Here’s a good suggestion:

**Know how to ask a Question.**

"¿Qué pagina?" "¿Por qué?" "¿Qué quiere decir?"

Be ready to hear a joyful reaction,

Filled with pride and satisfaction,

Even a "Bravo" cheer!

11. **When the assignment tonight is to write, get excited!** You're in control now. You are empowered. This is what you have waited and prepared for -- a brainstorming opportunity ... Allow your words and ideas to "fall" and "collect" around you. Choose some, reject others, but consider all of them.

You are no less than an artist! Like paint on a canvas, your words come together in a myriad of designs -- your creation! Like the ever-changing colors in a kaleidoscope, your potential for self-expression is limitless.

Often you'll be asked to write.

That's a chance to grow.

Do your best to pass this test.

You're the "star" of the "show".

Your ideas -- small seeds.

Will grow like wild weeds.

Follow them wherever they might go.

What you finally submit,

Won't always be a "hit".

**But you're on your way to becoming a Pro!**

Proficient and Productive.

12. **Taking a test** can be a nerve-racking experience. How to make it easier for yourself:

A. Organize your study materials-notes, homework papers, dittos, etc.

B. **Read and Write** during your study time. Practice verb forms, as well as important vocabulary items.

C. Try to **anticipate the topic** of the writing component. **Brainstorm** it's content.
D. Develop "MENUS". Jot down the menus you will need on your test paper. Since you practiced them beforehand, they should be correct. They are a definite time-saver.
EL TIEMPO ES ORO

Taking a test is not delightful.
In fact, for some, it's downright frightful.
To lessen the tension
And increase your degree of success,
Prepare in advance.
Do not leave things to chance!

Read, write and brainstorm too.
Refer to your notes and text.
And when you're through ....

**Feel confident. You've done your best!**
You're going to prove it
With a "SOBRESALIENTE" earned on this test.

13. **Rules are needed so that everyone may work harmoniously toward common goals.** Acceptance of these rules as essential and positive, enable us to spend valuable time and energy involved in worthwhile projects.

We must obey certain rules in our French class!
Here you can read them,
Understand why we need them,
Then resolve to heed them:

Chewing gum is not okay!

Books are covered everyday!

Homework is neat, always complete!

If an error you commit,
White it out to get rid of it!

A paper with scribbles will not be accepted!

Assignments, on time, will be expected!

Most excuses will be rejected!

I'm generous,
Don't think I'm not.
But I can't possibly have everything you forgot.
Cough drops, tissues, band-aids and more,
May be obtained at your well-supplied
neighborhood store.
As you look forward now to a challenging year in your French class, keep in mind some future rewards for your hard work and dedication:

1. Membership and/or leadership in the high school Sociedad Honoraria Hispánica, (Capítulo Benito Pérez Galdós).

2. Participation in the National French Exam Competition.

3. Participation in Immersion Day activities held at Middlesex County College.

4. Eligibility for various scholarships and awards available through the National French Honor Society and other professional organizations.

5. Publication of your original literary and artistic work in Albricias, a prestigious national French Language publication.

6. Participation in Summer Language Camps such as those offered at Millersville University in Pennsylvania.

7. Travel to any French-speaking country with the assurance that you will be welcomed.

8. Social connections, friendships, and professional contacts, possible because you and those you meet, "speak the same language."

9. Opportunities to live and study in a French-speaking country.

10. Post-graduate study at Middlebury College in Vermont-one of the most prestigious language studies institutions in the United States.

11. Employment with a company or firm which appreciates your linguistic skills.

12. Educational and personal enrichment because you are able to read French Language publications, comprehend radio and T.V. broadcasts and enjoy musical and cultural events.

And the most enduring benefit of all --

**ENJOYMENT, FUN, A FEELING OF TRUE EXHILARATION AS YOUR TALENT TO COMMUNICATE IN FRENCH OPENS "DOORS" FOR YOU AND BRINGS YOU MUCH CLOSER TO MANY MORE PEOPLE IN OUR SMALL GLOBAL WORLD!!!**

**Paula Spitz**  
**Edison High School**
APPENDIX J:

METHODOLOGY FOR INNOVATIVE INSTRUCTION IN K-12 WORLD LANGUAGE PROGRAMS
**Figure 26**

**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher’s description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences. | • engages students’ interest and active participation  
• gives an authentic experience of using the target language  
• develops listening and oral comprehension as a continuum within authentic situations  
• facilitates the natural emergence and development of oral communication in the target language. |

**Figure 27**

**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted bye-mail where it is available.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures. | • develops communication and writing skills  
• creates a positive relationship between the teacher and the student  
• increases student interest and participation  
• allows the student to direct his or her own learning  
• provides opportunities to use the target language |
Adapted from the *Florida Curriculum Framework*, 1996
Figure 29 (continued)

TPR STORYTELLING

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. (“Student bird” takes a bow and says “tweet tweet”.) There is a big coyote. (“Student coyote” takes a bow and “howls.”) The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

**Step Two: Students Produce and Practice Vocabulary Words**

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

**Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise**

Using student actors, puppets, or pictures from the text, the teacher then narrates a ministory containing the targeted vocabulary words.

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
   (Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)
Adapted from *Foreign Language Notes* Vol. 39, NO.2 (Spring, 1997)

*Figure 30*
## INTERVIEWS

A strategy for gathering information and reporting

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class. | • fosters connections between ideas  
• develops the ability to interpret answers  
• develops organizational and planning skills  
• develops problem-solving skills  
• provides opportunities to use the target language |

**Figure 31**

### CLOZE

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided. | • provides opportunities for creativity  
• develops the use of precise vocabulary  
• focuses on the use of precise and correct communication  
• increase comprehension skills  
• provides opportunities to use the target language |

Adapted from the *Florida Curriculum Framework*, 1996
Total Physical Response Storytelling:

Total Physical Response (TPR) occurs when students react physically to commands in the target language. This allows students to acquire vocabulary consistent with The Natural Approach. It also allows for a silent period where comprehension is established before the student is expected to speak. Students link their actions with the words so that they internalize vocabulary using movement as well as thought.

For example: "Point to the apply.” "Put the apple on your head."

Language learned through TPR alone may become passive. TPR Storytelling was developed by Blaine Ray in the 1980’s and 1990’s to expand into narration and description. After the target story is mastered, students go on to add humor and originality by creating their own versions.

The steps to teaching a mini-story are:

1. Present one word at a time through TPR movement, models or pictures.
2. Practice the words and actions in groups with words visible.
3. Practice with eyes closed.
4. Present a mini-story.
5. Volunteers act out the story for the class.
6. Ask simple questions about the story: yes/no, either/or, fill-in, open-ended
7. Students tell the story to a partner.
8. Pairs volunteer to act out for the class.
10. Pairs, groups devise a new story or students create one for homework.

Mini-cuento: El pico

Hay un niño.
También, hay agua.
El agua sube y sube.
El niño tiene miedo.
Ve un pico.
Corre.
Appendix K

Integrated Performance Assessment Tasks and Rubrics
IPA for My World -

I. **Interpretive** - pick up a French school schedule and you read it to understand the French school day.

II. **Interpersonal** - You are an exchange student and you discuss with a friend your school day.

III. **Presentational** - Write a letter to your French teacher back home and explain what your life as an exchange student is like.
Below is a school schedule for a typical French high school student. Examine the schedule carefully and answer the questions that follow.

<table>
<thead>
<tr>
<th>heures</th>
<th>lundi</th>
<th>mardi</th>
<th>mercredi</th>
<th>jeudi</th>
<th>vendredi</th>
<th>samedi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8h30</td>
<td>espagnol</td>
<td></td>
<td>histoire-</td>
<td></td>
<td>histoire-</td>
<td></td>
</tr>
<tr>
<td>9h</td>
<td></td>
<td></td>
<td>géographie</td>
<td></td>
<td>géographie</td>
<td></td>
</tr>
<tr>
<td>9h30</td>
<td>anglais</td>
<td>anglais</td>
<td>maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h30</td>
<td>maths</td>
<td></td>
<td></td>
<td>anglais</td>
<td></td>
<td>français</td>
</tr>
<tr>
<td>11h</td>
<td></td>
<td>français</td>
<td>anglais</td>
<td>français</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12h</td>
<td>pause &amp; repas</td>
<td>repas</td>
<td>pause &amp; repas</td>
<td>repas</td>
<td>repas</td>
<td></td>
</tr>
<tr>
<td>12h30</td>
<td></td>
<td>repas</td>
<td></td>
<td></td>
<td>repas</td>
<td>repas</td>
</tr>
<tr>
<td>13h</td>
<td></td>
<td>grec</td>
<td>grec</td>
<td></td>
<td></td>
<td>pause &amp; repas</td>
</tr>
<tr>
<td>13h30</td>
<td>grec</td>
<td></td>
<td></td>
<td>grec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14h</td>
<td></td>
<td>espagnol</td>
<td>permanence</td>
<td>espagnol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14h30</td>
<td>espagnol</td>
<td></td>
<td></td>
<td>espagnol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15h</td>
<td>sciences naturelles</td>
<td></td>
<td>éducation physique et sportive (EPS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17h</td>
<td>physique</td>
<td></td>
<td></td>
<td></td>
<td>Dessin</td>
<td></td>
</tr>
<tr>
<td>17h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, answer the questions that follow in *English*.

1. How many days per week must this student attend school? ____________________

2. What foreign languages is this student studying? ___________________________, ___________________________, ___________________________.
3. Does this student have a study hall? ________________  If so, when? ________________

IPA (My World) - interpretive (cont.)

4. Is this student taking any science courses? ________________  What are they? ________________________________, ________________________________

5. How is this student's lunchtime similar or different from yours? ________________________________

6. This student wants to go rollerblading at one o'clock on Wednesday afternoon. Is that possible? ________________  Why? ________________

7. How many times per week does this student have gym? ________________________________

When? ________________________________

8. After examining this school schedule, name two major differences from your schedule that you notice.

(1) ________________________________
(2) ________________________________

******************************************************************

Scoring: (number of correct answers = letter grade)

14-16 = A  
11-13 = B  
8-10 = C

5-7 = D  
0-4 = F

Scoring: (number of correct answers = letter grade)
IPA (My World) Interpersonal -

You are a French exchange student and you discuss with a friend your school day. Be sure to talk and give your opinion about your classes and other activities during the day. Mention your teachers and other people that you encounter during the day. Be sure to talk about how this is similar to or different from school life in France.

Your conversation should be about 2-3 minutes in length.
Answers

IPA (My World) - interpretive

1. 6 days
2. English, Greek, Spanish
3. yes, Tuesdays at 2:30pm
4. yes, Natural science and physics
5. It's longer.
6. yes, no school on Wednesday afternoons
7. once, Thursdays at 3:30pm
8. (choice of two) no school on Wednesday
   don't start or finish at same time every day.
### Novice-mid: Interpersonal Rubric

<table>
<thead>
<tr>
<th></th>
<th>the student exceeds expectations</th>
<th>the student meets expectations</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do I understand you?</strong></td>
<td>• Understood by the teacher without difficulty</td>
<td>• Understood by the teacher with occasional difficulty.</td>
<td>• Understood by the teacher with much difficulty</td>
</tr>
<tr>
<td><strong>(Comprehensibility)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Do you understand me?</strong></td>
<td>• Understands the other speaker without difficulty</td>
<td>• Understands the other speaker but sometimes needs repetition or restatement</td>
<td>• Most responses do not reflect comprehensio n</td>
</tr>
<tr>
<td><strong>(Comprehension)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do you use the French language?</strong></td>
<td>• Mostly correct when producing simple sentences • Attempts to create • Recognizes and uses vocabulary with ease.</td>
<td>• Mostly correct with memorized language. Less correct when attempting to create. • Recognizes and uses most of the vocabulary correctly.</td>
<td>• Accurate only at the word level • Limited use of words / phrases.</td>
</tr>
<tr>
<td><strong>(vocabulary use and language control)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do you keep the conversation going?</strong></td>
<td>• Begins to recombine some memorized language to: - ask for repetition and clarification.</td>
<td>• Uses memorized chunks of language to: - ask for repetition - state misunderstanding.</td>
<td>• Does not demonstrate an ability to keep the conversation going.</td>
</tr>
<tr>
<td><strong>(Communication strategies)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IPA Presentational (My World) -

On a piece of white lined paper, write a letter to your French teacher back home and explain what your life as an exchange student is like. Be sure to talk about your classes, classmates, after school activities and life with your host family. Talk about the similarities and differences with your life here at home. You should write at least 12-15 French sentences. Use the organizer below to list your ideas before you start to write your letter.

<table>
<thead>
<tr>
<th>Mes cours</th>
<th>Mes camarades de classe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Novice-mid: Presentational Rubric

<table>
<thead>
<tr>
<th>Do we understand you? (comprehensibility)</th>
<th>the student exceeds expectations</th>
<th>the student meets expectations</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understood by the audience without difficulty</td>
<td>Understood by the audience with occasional difficulty</td>
<td>Not clearly understood.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do you use the French language? (language control &amp; vocabulary use)</th>
<th>Mostly correct when producing simple sentences</th>
<th>Mostly correct with memorized language</th>
<th>Correct only at the word level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is rich in appropriate vocabulary</td>
<td>Vocabulary reveals basic information</td>
<td>Vocabulary is limited and/or repetitive.</td>
<td></td>
</tr>
</tbody>
</table>

| How well do you impact the audience? | Choice of vocabulary and phrases maintain the audience’s attention. | Choice of vocabulary and phrases somewhat maintain the audience's attention. | No effort to maintain the audience's attention. |

<table>
<thead>
<tr>
<th>How well do you organize the</th>
<th>Main ideas are supported with</th>
<th>Presentation has a</th>
<th>Information randomly</th>
</tr>
</thead>
</table>

| Mes loisirs | Ma vie en famille |
**IPA for Health & Hygiene**

I. **Interpretive** - You go to the doctor’s office and while you are waiting, you pick up and read a reprint of an article from a French website which offers advice on healthy living.

II. **Interpersonnel** - You and your friend, who are exchange students at Université Laval in Québec, are talking about your community service health project in French. Ask and answer questions about your daily routine, healthy eating, and exercise.

III. **Presentational** -

Option A:

The Université Laval board of health was very impressed with the ideas that you and your partner came up with for your community service project. They have asked you to design the brochure which will be presented to incoming freshman in the coming school year.

Option B:

Now is the time to start leading a healthier lifestyle! Write a list of everything you eat and the kinds of exercise you do during a typical day. Then, using commands and the expressions you have learned, write a journal entry telling yourself what to do and not to do to improve your diet and exercise habits. These ideas will eventually be included in a healthy living brochure that you are preparing for Université Laval in Québec.
IPA - Health & Hygiene

Interpretive

You go to the doctor's office and while you are waiting you pick up and read the following reprint of an article from a French website which offers advice on healthy living. After you have read the article, answer the questions which follow.

(Article will be found on hard copy)
**Complete the following statements in *English* based on the information that you discovered while reading the preceding article.**

1. If we have a heavy lunch, the best thing to do healthwise is to follow it with a ___________________________dinner.

2. According to the text, more than half of our calories should come from foods such as ___________________________ and ___________________________.

3. According to the text we should eat at least five portions of ___________________________ and ___________________________ each day.

4. Two factors that determine one’s optimal weight are ___________________________ and ___________________________.

5. It's possible to enjoy all the foods we like if we eat them in ___________________________.

6. If you skip breakfast, chances are at lunchtime you might ___________________________.

IPA - Health & Hygiene - Interpretive (cont.)
7. According to the article, it’s important to drink more than the minimum amount of liquids when we’re engaged in physical activity or when it’s _______________________.

8. ______________________ helps to burn off excess calories.

9. It is easier to gradually change our ______________________ than to change it all at once.

10. According to the article, there are no "good" or "bad" ______________________, there are only good or bad diets.

************************

Score:
11-13 = A  3-4 = D
8-10 = B  0-2 = F
5-7 = C

Answers - IPA - Health & Hygiene - Interpretive (cont.)

1. light
2. (choice of two) bread, pasta, rice, cereals, potatoes
3. fruits, vegetables
4. (choice of two) sex, height, age, heredity
5. reasonable portions (moderation)
6. overeat
7. very hot
8. physical activity
9. lifestyle
10. foods
Interpersonal

You and your partner are exchange students at Université Laval, outside Québec City. All the university students are required to perform a certain amount of community service hours. To fulfill this obligation, you have volunteered to participate in an outreach program for healthy living education at the local community center. You and your partner must discuss items that will eventually be included in a brochure on good health. Role-play a 2-3 minute conversation in which you mention such aspects as food choices and exercise.
You and your partner are exchange students at Université Laval, outside Québec City. All the university students are required to perform a certain amount of community service hours. To fulfill this obligation, you have volunteered to participate in an outreach program for healthy living education at the local community center. You and your partner must discuss items that will eventually be included in a brochure on good health. Role-play a 2-3 minute conversation in which you mention such aspects as food choices and exercise.

---

IPA - Health & Hygiene

**Interpersonal**

You and your partner are exchange students at Université Laval, outside Québec City. All the university students are required to perform a certain amount of community service hours. To fulfill this obligation, you have volunteered to participate in an outreach program for healthy living education at the local community center. You and your partner must discuss items that will eventually be included in a brochure on good health. Role-play a 2-3 minute conversation in which you mention such aspects as food choices and exercise.

Novice - Mid: Interpersonal Rubric

<table>
<thead>
<tr>
<th>Do I understand you? (comprehensibility)</th>
<th>the student exceeds expectations</th>
<th>Do you understand me? (Comprehension)</th>
<th>the student meets expectations</th>
<th>How well do you use the French language?</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Understood by the teacher without difficulty</td>
<td>❖ Understood by the teacher with occasional difficulty</td>
<td>❖ Understands the other speaker without difficulty</td>
<td>❖ Understands the other speaker but sometimes need repetition or restatement.</td>
<td>❖ Mostly correct when producing</td>
<td>❖ Most responses do not reflect comprehensio n</td>
</tr>
<tr>
<td>❖ Most accurate when producing</td>
<td>❖ Accurate only at the word level.</td>
<td>❖ Mostly correct with memorized</td>
<td>❖ Accurate only at the word level.</td>
<td>❖ Mostly correct with memorized</td>
<td>❖ Accurate only at the word level.</td>
</tr>
<tr>
<td>(Vocabulary use and language control)</td>
<td>simple sentences</td>
<td>language. Less correct when attempting to create.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Attempts to create</td>
<td>❖ Recognizes and uses vocabulary with ease.</td>
<td>❖ Recognizes and uses most of the vocabulary correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Limited use of words / phrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| How well do I keep the conversation going? (Communication strategies) | Begins to recombine some memorized language to: discussion - ask for repetition and/or clarification - state misunderstanding | Uses memorized chunks of language to: discussion - ask for repetition and/or clarification - state misunderstanding | Does not demonstrate an ability to keep the conversation going |

**Presentational**

Option A:

The Université Laval board of health was very impressed with the ideas that you and your partner came up with for your community service project. They have asked you to design the brochure which will be presented to incoming freshman in the coming school year.

Use the space below to list/brainstorm in French your ideas for your brochure. Be sure to include such ideas as food choices, exercise and rest. When you have your list completed, you may begin working on your brochure.
Presentational

Option B:

Recently, you and your partner, who are exchange students at Université Laval, discussed a brochure about healthy living that you two were planning to do as part of your community service requirements. You discussed such things as food choices, exercise and rest.

Now it is time for you, yourself, to start leading that healthier lifestyle! Using the commands and expressions you have learned, write a journal entry telling yourself what to do and what not to do to improve your diet, exercise and rest habits. Your journal
entry should be at least 12-15 French sentences in length. Use the space below to list/brainstorm your ideas. Then, neatly write your journal entry on white lined paper. Please double space!

<table>
<thead>
<tr>
<th>Food choices</th>
<th>Exercise habits</th>
<th>Rest habits</th>
</tr>
</thead>
</table>

Novice-mid: Presentational Rubric

<table>
<thead>
<tr>
<th>Do we understand you? (comprehensibility)</th>
<th>the student exceeds expectations</th>
<th>the student meets expectations</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understood by the audience without difficulty</td>
<td>• Understood by the audience with occasional difficulty</td>
<td>• Not clearly understood.</td>
</tr>
</tbody>
</table>
### How well do you use the French language? (language control & vocabulary use)

- Mostly correct when producing simple sentences
- Presentation is rich in appropriate vocabulary

- Mostly correct with memorized language
- Vocabulary reveals basic information

- Correct only at the word level
- Vocabulary is limited and/or repetitive.

### How well do you impact the audience?

- Choice of vocabulary and phrases maintain the audience's attention.

- Choice of vocabulary and phrases somewhat maintain the audience's attention.

- No effort to maintain the audience's attention.

### How well do you organize the presentation? (Communication strategies)

- Main ideas are supported with examples

- Presentation has a beginning, middle, and end.

- Information randomly presented.

### How well do you sound/act like a native speaker? (cultural awareness)

- Demonstrates some awareness of cultural appropriateness

- Demonstrates partial awareness of cultural appropriateness

- Does not demonstrate awareness of cultural appropriateness

---

**IPA - My Ideal Vacation: Interpretive Task**

Directions - In the school library, you discover *Coup de Pouce*, a French-Canadian magazine. While flipping through the pages, you find some young people’s accounts of their memorable vacations. Read the following memories written by two young girls, Samuelle and Marie, and test your reading comprehension.
**Souvenirs d'été: 2 enfants se racontent**

Les yeux bien ouverts et l'enthousiasme au cœur, huit enfants racontent. Il était une fois mes plus belles vacances!

par Claudine Hébert

**Grosses baleines et méduses colorées**

Je me rappelle de mon long tour de bateau quand je suis allée en vacances aux Îles-de-la-Madeleine avec mon père et ma sœur, l'été dernier. J'ai vu deux grosses baleines. C'étaient sûrement des mamans baleines. Il y avait aussi des méduses mauves et rouges à la plage où on se baignait. J'avais peur qu'elles me touchent et d'avoir des plaques rouges. Mais je n'en ai pas eu parce qu'il y avait des petites places dans l'eau où elles ne venaient pas. Pendant les vacances, on a aussi fêté mon anniversaire.

- Samuelle Crépault-Grande, Montréal

**Girafes, autruches et vaches poilus**


- Marie Desjardins, Montréal

IPA - My Ideal Vacation: Interpretive Task (cont.)

You've read the article from *Coup de Pouce* magazine. Now, answer the following questions in *English*. 
1) What kind of vacation did Samuelle take?

2) What activities did she participate in?

3) Samuelle saw two "baleines" and some "méduses" while on vacation. She saw:
   a) lizards and snakes
   b) goats and sheep
   c) hyenas and monkeys
   d) whales and jellyfish

4) With whom did each girl travel?
   Samuelle: ___________________________________________________________
   Marie: ______________________________________________________________

5) Name four animals that Marie saw at the safari park.

6) Marie ate a special sweet treat. It was:
   a) ice cream
   b) jello
   c) cotton candy
   d) m & m's

7) Which of these two vacations do you prefer and why?

IPA - My Ideal Vacation: Interpretive Task Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>expectations</td>
<td>expectations</td>
<td>expectations</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Answers are relevant &amp; accurate (all 4 correct)</td>
<td>Most answers are relevant &amp; accurate (3 correct)</td>
<td>Answers are irrelevant and/or inaccurate (2 or less correct)</td>
</tr>
<tr>
<td>(Questions 1,2,4,5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word recognition</strong></td>
<td>Student identifies 2 vocabulary words accurately</td>
<td>Students identifies 1 vocabulary word accurately</td>
<td>Students identifies 0 vocabulary words accurately</td>
</tr>
<tr>
<td>(Questions 3,6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Student gives logical explanation</td>
<td>Student gives mostly logical explanation</td>
<td>Student gives illogical explanations</td>
</tr>
<tr>
<td>(Question 7)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**IPA - My Ideal Vacation: Interpersonal Task** (materials needed: timer, interpersonal rubric [option A or B])
Teacher note: Allow 10 minutes maximum. Suitable questions should be brainstormed one or two days prior to the students’ interpersonal task.

Description of task: While shopping at the mall, you run into a friend who, like you, has just returned from vacation. You decide to sit down at the Food Court and "compare notes" about your vacations. What are three things that you absolutely want to know about your friend’s vacation? Ask your friend 3 appropriate questions and then answer three questions that he/she asks you.

Reminder: Don’t forget to use past tenses and sequencing words in your discussion!

IPA - My Ideal Vacation: Interpersonal Task Rubric (option A)
<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>You asked and answered questions using sentences and a variety of relevant vocabulary</td>
<td>You asked and answered questions using list of memorized sentences and relevant vocabulary</td>
<td>You used isolated words and/or chunks of language and/or used English.</td>
</tr>
<tr>
<td></td>
<td>Your pronunciation was understood.</td>
<td>Your pronunciation was understood with some clarification when necessary.</td>
<td>Your pronunciation made it difficult for others to understand you.</td>
</tr>
<tr>
<td></td>
<td>You were in control of the language. You consistently used the correct past tenses and sequencing words. (No or very few errors.)</td>
<td>You were mostly in control of the language. You were sometimes able to use the correct past tenses and sequencing words. (A few errors)</td>
<td>You were not in control of the language. You were unable to use the correct past tenses or sequencing words. (many errors)</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>You understood all of the questions, asking for clarification when necessary.</td>
<td>You understood most of the questions, asking for clarification at times.</td>
<td>You did not understand most of the questions and were unable to ask for clarification.</td>
</tr>
</tbody>
</table>
IPA - My Ideal Vacation: Interpersonal Task Rubric (option B)

Intermediate-low Interpersonal Rubric
### IPA - My Ideal Vacation: Presentational Task

(materials needed: computers, e-mail capabilities, presentational rubric [option A or B])

<table>
<thead>
<tr>
<th>How well do you communicate? (TEXT TYPE)</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do we understand you? (COMPREHENSIBILITY)</th>
<th>You are consistently understood.</th>
<th>You are generally understood.</th>
<th>You are understood with occasional difficulty.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How well do you understand? (COMPREHENSION)</th>
<th>Your responses are mostly logical and on topic.</th>
<th>Your responses are generally logical and on topic.</th>
<th>Your responses are occasionally logical and on topic.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What kind of vocabulary do you use? (LANGUAGE USE AND VOCABULARY)</th>
<th>You use a wide range of vocabulary appropriate to the topic most of the time.</th>
<th>You use a range of vocabulary that accomplishes the task. However, occasionally you may use the wrong word or expression.</th>
<th>You use basic vocabulary and resort to English when you are unable to communicate your message.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How well do you keep the conversation going? (COMMUNICATION STRATEGIES)</th>
<th>You ask and answer questions to maintain the conversation and to clarify. At times, you paraphrase to make yourself understood.</th>
<th>You maintain a simple conversation by asking some questions, but you don't ask for clarification.</th>
<th>You respond to basic, direct questions, and ask simple questions.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How well do I demonstrate cultural understanding? (CULTURAL AWARENESS)</th>
<th>You generally demonstrate awareness of cultural appropriateness.</th>
<th>You occasionally demonstrate awareness of cultural appropriateness.</th>
<th>You do not demonstrate an awareness of cultural appropriateness.</th>
</tr>
</thead>
</table>
Teacher note: If computer access is not feasible for this task, complete it as an in-class writing assignment. Students must bring in 3 photos the day before the assignment.

Description of task: One of your relatives is taking you on a trip for spring break to your choice of France, Ivory Coast, or Martinique. What kind of weather can you expect for this time of year and what appropriate clothing are you going to pack? Communicate to your relative, in French, 3 places you are going to see and 3 activities you are going to do. Since you already know some cultural information about these places, what are some practices in the target culture that you need to be aware of to make your vacation run more smoothly?

Send me an e-mail which includes all of the above information in a letter format. Be sure to attach three pictures relating to your trip that you label in French.

Use the space below to organize/brainstorm your thoughts. Then, write your message in letter form.

______________________________

<table>
<thead>
<tr>
<th>la météo</th>
<th>les vêtements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
IPA - My Ideal Vacation: Presentational Task

IPA - My Ideal Vacation: Presentational Task Rubric  (OPTION B)

Intermediate-low Presentational Rubric

<table>
<thead>
<tr>
<th>How well do you communicate? (TEXT TYPE)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well are you understood? (COMPREHENSIBILITY)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are generally understood by those unaccustomed to the speaking/writing of language learners.</td>
<td>You are generally understood by those accustomed to the speaking/writing of language learners.</td>
<td>YOU ARE UNDERSTOOD WITH OCCASIONAL DIFFICULTY BY THOSE ACCUSTOMED TO THE SPEAKING/WRITING OF LANGUAGE LEARNERS.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do you get the attention of your audience? (IMPACT)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You make good choices of phrases, images, and content to maintain the attention of the audience.</td>
<td>You make some good choices of phrases, images, and content to maintain the attention of the audience.</td>
<td>You use mostly gestures or visuals to maintain audience’s attention. You use some phrases, but your vocabulary conveys very basic information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How organized and fluent is your presentation? (COMMUNICATION STRATEGIES)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You organize your presentation in a logical manner. You speak/write with fluency.</td>
<td>You organize your presentation in a logical manner. You pause a few times, disrupting the flow.</td>
<td>You focus mostly on the completion of the task; you do not pay much attention to organization and flow of your presentation.</td>
<td></td>
</tr>
</tbody>
</table>
How well do I demonstrate cultural understanding?

(CULTURAL AWARENESS)

- You generally demonstrate awareness of cultural appropriateness.
- You occasionally demonstrate awareness of cultural appropriateness.
- You do not demonstrate an awareness of cultural appropriateness.

IPA for Unit IV - Memories

I. Interpretive - students will read about grandparents' and grandchildren's relationships and answer questions about their stories.

II. Interpersonal - students will engage in conversation asking each other about and discussing their most memorable birthdays.

III. Presentational - students will interview parent or grandparent and present to the class on how their lives were when they were growing up.
IPA for Unit IV - Memories - Interpretive Task

(Materials needed: Okapi article [December 15, 2004, pages 28-31, interpretive worksheet, and for teacher use: interpretive rubric and answer sheet)

Note to teacher: In class distribute photocopies of pgs. 28 and 30 of Okapi. Read and discuss these pages in class. Then, for the Interpretive Task, use the following:

************************************************************************************

Description of task: Recently we too a pre-reading survey on grandparents and we have just finished reading a Okapi article on the relationship etween grandparents and grandchildren. Now it's your turn to read five letters written by various grandparents and grandchildren to test your reading comprehenson. Answer the questions which follow each selection in English.

Eux aussi nous apprennent la vie. Nous sommes grands-parents de 8 petits-enfants et c'est une grande joie. (…) Nous leur communiquons notre savoir et notre mémoire. Eux aussi nous apprennent la vie actuelle, le collège, leurs problèmes: nous en discutons. Nous partageons leurs secrets, leurs secrets, leurs parents n'ont pas toujours le temps. (…) Et nous changeons aussi d'opinion grâce à eux. Nous restons dans le coup avec eux.

--Monique et Louis, 70 ans, Hauts-de-Seine

1) How do Monique and Louis feel about their relationship with their grandchildren?

2) What do their grandchildren discuss with them?
3) How do their 8 grandchildren influence them?

4) What do Monique and Louis give to their grandchildren?

En plein dans la vie. Nos petites-filles ado, nous évitent de rester tranquilles dans notre petit cocon de futilities. Elles nous amènent à parler de sujets dont on ne parlait pas de notre temps, c’est compliqué mais c’est super, ça nous oblige à nous tenir au courant, à nous mettre à l’ordinateur, à internet, ne pas mourir idiots.

--Raymonde, 64 ans et Lucien, 68 ans,

Tarn

5) What role(s) do Raymonde and Lucien’s granddaughters play in their lives?


--Caroline, 15 ans, Vaucluse

6) Why does Caroline want to be like her grandmother? Give at least 2 reasons.

Les meilleurs de la galaxie…Papy était ouvrier dans un usine, mamie couturière. Ils n’ont pas toujours eu une vie facile et heureuse. (…) mamie est la meilleure
7) What activities do Charlotte's grandparents enjoy doing?

8) Why does Charlotte adore her grandparents?

On discute tellement. En ce moment, le courant ne passé pas tellement entre ma grand-mère et moi. Je la trouve très collante et assez vieux jeu. Par contre, c'est grâce à nos différends que je peux débattre et argumenter mes opinions. Durant des heures d'intenses discussions.

--Florent, 14 ans, Isère

9) What kind of relationship does Florent have with his grandmother?

10) What is the one thing he enjoys about their relationship?
IPA for Unit IV - Memories - Interpretive Task Assessment Rubric (Option A)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Answers are relevant &amp; accurate (8,9 or 10 correct)</td>
<td>Most answers are relevant &amp; accurate (6 or 7 correct)</td>
<td>Answers are irrelevant and/or inaccurate (5 or less correct)</td>
</tr>
</tbody>
</table>

************************************************************************

IPA for Unit IV - Memories - Interpretive Task Assessment Rubric (Option B)

*Scoring chart (number of correct answers):

- 10 = A+
- 9 = A
- 8 = B+
- 7 = B
- 6 = C+
- 5 = C
- 3-4 = D
- 0-2 = F*
Teacher's answer sheet for: **IPA for Unit IV - Memories - Interpretive Task**

1. It's a good relationship. The grandchildren give them a lot of pleasure and joy.

2. Their life at present, their school life (middle school), their problems.

3. They change their opinions based on their conversations with the grandchildren.

4. They share their knowledge and their memories with the grandchildren.

5. By their conversation, the granddaughters help keep them young by obliging them to keep up on topics of current interest, use the computer and internet, etc.

6. She's lively (has enormous vitality), she loves computers, she's traveled a lot (China, Egypt, Norway, France).

7. Grandmother - cooking, Grandfather - gardening

8. They're very generous. They teach her life's useful little things, they're calm, gentle and grandmother always has a joke to make her laugh.

9. Somewhat difficult, they aren't getting along right now.

10. Because of their differences, he can debate and argue his opinions with her.
IPA for Unit IV - Memories - Interpersonal Task

(Materials needed: Use a selection from Petit Nicolas: Le Chouette Bouquet and the following guided questions.)

Teachers note: After reading, discussing and possibly role playing Le Chouette Bouquet, divide the class into pairs. Allow 10 minutes for the pair to interview each other using the following guided questions in French about a memorable birthday. After the conversation is completed, the teacher can have the partners present each other’s birthday stories to the class, if desired.

Student questions (to be used as a guide for the conversation) -

--Quel anniversaire était le plus mémorable ?
--Comment est-ce que tu as fêté cet anniversaire ?
--Qui était avec toi ?
--Quels cadeaux est-ce que tu as reçus ?
--Pourquoi c'était un anniversaire mémorable ?
IPA for Unit IV - Memories - Interpersonal Task Assessment Rubric (Option A)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You summarized your partner's account of a memorable birthday using sentences &amp; a variety of relevant vocabulary.</td>
<td>You summarized your partner's account of a memorable birthday using lists of memorized sentences and relevant vocabulary.</td>
<td>You used isolated words and/or chunks of language and used English to tell about your partner's birthday experience.</td>
<td></td>
</tr>
<tr>
<td>Your pronunciation was understood.</td>
<td>Your pronunciation was understood with some clarification when necessary.</td>
<td>Your pronunciation made it difficult for others to understand you.</td>
<td></td>
</tr>
<tr>
<td>You were in control of the language. You consistently used the correct past tenses. (No, or very few, errors.)</td>
<td>You were mostly in control of the language. You were sometimes able to use the correct past tenses. (A few errors)</td>
<td>You were not in control of the language. You were unable to use the correct past tenses. (Many errors)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>You understood all of the questions, asking for clarification when necessary.</td>
<td>You understood most of the questions, asking for clarification at times.</td>
<td>You did not understand most of the questions and were unable to ask for clarification.</td>
</tr>
<tr>
<td>Context</td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Does not meet expectations</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How well do you communicate? (TEXT TYPE)</td>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td>How well do we understand you? (COMPREHENSIBILITY)</td>
<td>You are consistently understood.</td>
<td>You are generally understood.</td>
<td>You are understood with occasional difficulty.</td>
</tr>
<tr>
<td>How well do you understand? (COMPREHENSION)</td>
<td>Your responses are mostly logical and on topic.</td>
<td>Your responses are generally logical and on topic.</td>
<td>Your responses are occasionally logical and on topic.</td>
</tr>
<tr>
<td>What kind of vocabulary do you use? (LANGUAGE USE AND VOCABULARY)</td>
<td>You use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>You use a range of vocabulary that accomplishes the task. However, occasionally you may use the wrong word or expression.</td>
<td>You use basic vocabulary and resort to English when you are unable to communicate your message.</td>
</tr>
<tr>
<td>How well do you keep the conversation going? (COMMUNICATION STRATEGIES)</td>
<td>You ask and answer questions to maintain the conversation and to clarify. At times, you paraphrase to make yourself understood.</td>
<td>You maintain a simple conversation by asking some questions, but you don’t ask for clarification.</td>
<td>You respond to basic, direct questions, and ask simple questions.</td>
</tr>
<tr>
<td>How well do I demonstrate cultural understanding? (CULTURAL AWARENESS)</td>
<td>You generally demonstrate awareness of cultural appropriateness.</td>
<td>You occasionally demonstrate awareness of cultural appropriateness</td>
<td>You do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
</tbody>
</table>
IPA for Unit IV - Memories - Presentational Task
(Materials needed: oral interview with parent(s) and/or grandparent(s), presentational rubric)

Note to teacher: while the description of this task indicates an oral presentation on the part of the student, the task could also be done as a written presentation, if preferred.

*******************************************************************************

Description of task: As a class project, you are asked to interview your parent(s) and/or grandparent(s) about their life and career. Using the information that you have learned, you will answer the following questions in an oral presentation in class.

1) What was your parent(s) / grandparent(s) life like? (tell about it)
2) How is your present life different from or similar to that of your parent(s) / grandparent(s)?

Possible areas to explore: careers, family life, leisure activities
<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Can be understood by most speakers of the language. At times, listener needs to ask for clarification and repetition.</td>
<td>Can be understood by teacher and native speakers used to interacting with language learners.</td>
<td>Understood primarily by teacher. Classmates have difficulty following the conversation.</td>
</tr>
<tr>
<td></td>
<td>Speaks with fluency making few pauses and false starts that do not interfere with comprehensibility.</td>
<td>Makes some pauses and false starts, but message is generally understood.</td>
<td>Pauses and false starts impede comprehensibility.</td>
</tr>
<tr>
<td></td>
<td>Communicates in strings of sentences.</td>
<td>Communicates in isolated sentences.</td>
<td>Communicates in words, chunks of language, and lists.</td>
</tr>
<tr>
<td><strong>Language control</strong></td>
<td>Is most accurate when communicating in present tense. Accuracy decreases when speaking about past events.</td>
<td>Is most accurate when speaking about familiar topics. Communicates primarily in the present tense and attempts to use past.</td>
<td>Weak control of present tense. Little or no control of past.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Recombines new words and expressions with previously learned material.</td>
<td>Uses mostly appropriate vocabulary.</td>
<td>Uses little appropriate vocabulary.</td>
</tr>
</tbody>
</table>
## Memories - presentational task rubric (option B)
Intermediate-low Presentational Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do you communicate?</strong></td>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td>(TEXT TYPE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well are you understood?</strong></td>
<td>You are generally understood by those unaccustomed to the speaking/writing of language learners.</td>
<td>You are generally understood by those accustomed to the speaking/writing of language learners.</td>
<td>YOU ARE UNDERSTOOD WITH OCCASIONAL DIFFICULTY BY THOSE ACCUSTOMED TO THE SPEAKING/WRITING OF LANGUAGE LEARNERS.</td>
</tr>
<tr>
<td>(COMPREHENSIBILITY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do you get the attention of your audience?</strong></td>
<td>You make good choices of phrases, images, and content to maintain the attention of the audience.</td>
<td>You make some good choices of phrases, images, and content to maintain the attention of the audience.</td>
<td>You use mostly gestures or visuals to maintain audience’s attention. You use some phrases, but your vocabulary conveys very basic information.</td>
</tr>
<tr>
<td>(IMPACT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How organized and fluent is your presentation?</strong></td>
<td>You organize your presentation in a logical manner. You speak/write with fluency.</td>
<td>You organize your presentation in a logical manner. You pause a few times, disrupting the flow.</td>
<td>You focus mostly on the completion of the task; you do not pay much attention to organization and flow of your presentation.</td>
</tr>
<tr>
<td>(COMMUNICATION STRATEGIES)</td>
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<tr>
<td>-------------------------------------------------</td>
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<tr>
<td>(CULTURAL AWARENESS)</td>
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</tbody>
</table>

**IPA for Legends and Storytelling Unit - French 9H**

I. **Interpretive** - student will read an African legend and answer questions based on their comprehension of the story

*Materials needed:* for student - text of story, student question sheet (included)

for teacher - text of story, student question sheet, teacher answer sheet and grading rubric (included)

II. **Interpersonal** - students will discuss a favorite childhood story with a friend

*Materials needed:* for student - description of task (included)

for teacher - description of task, grading rubric (included)

- (optional) digital voice recorders for student recording, laptop, flash drive

III. **Presentational** - students will create their own story in French which includes a moral or message.

*Note to teacher:* stories will be presented in a 3-5 minute oral presentation.

Teacher may modify this task, if necessary

*Materials needed:* for student - description of task (included)

for teacher - description of task, grading rubric (included)
The children that you will be babysitting this weekend have just arrived with their parents from France. The father has been transferred here by his company and will be working here for a while. Since the family has arrived only recently, the children have not yet learned English and speak only French. They are very sweet children and they love stories. Since you speak French, you are going to be the babysitter!

You are checking out some stories that you might be able to tell the children in order to keep them entertained. Read the following story and then answer the questions which follow.

L'astucieux fermier
Un conte Erythréen

Un jour un fermier décida d'aller vendre sa vache au marché. Lorsqu'il rencontra le marchant, il le salua et lui dit qu'il souhaitait vendre une vache. Le marchand lui demanda combien il en voulait, ce à quoi le fermier répondit cinquante mesures de grain. Le marchant se mit à rire et déclara que le fermier devait être un demeuré pour demander un tel prix puisque la vache ne valait pas plus qu'une seule mesure de grain.

Les deux hommes commencèrent à arguer sur le prix et le ton haussa rapidement. Une foule commença à se former autour d'eux. Alors le fermier déclara qu'il n'était pas un demeuré; car aucun demeuré ne peut savoir où se trouve le centre de la terre ni combien il y a d'étoiles dans les cieux.
Le marchant s'énerva et essaya de frapper le fermier. À ce moment, quelques hommes parmi la foule décidèrent de les séparer et de les amener auprès du juge afin que celui-ci mette un terme à leur dispute.

Le juge écouta la version de chacun des deux hommes et se tourna vers le fermier pour lui demander: "si tu es capable de nous dire combien il y a d'étoiles dans le ciel et où le centre de la terre se trouve, c'est le moment de le faire". Le fermier fit une pause, puis il prit sa canne et la plongea profondément dans le sol. "Voici le centre de la terre, dit-il, et j'invite quiconque peut prouver le contraire à le faire maintenant".

IPA for Legends and Storytelling - Interpretive (cont.)

Il se baissa ensuite et prit une poignée de poussière depuis le sol. "Le nombre d'étoiles dans les cieux est égal au nombre de particules de poussière dans ma main, et j'invite quiconque peut prouver le contraire à le faire maintenant".

Le juge comprit qu'il avait affaire à un homme très malin. Alors il ordonna au marchant de payer cinquante mesures de grain pour la vache.

Now, answer the following questions.

1) Based on the story, what do you think the following words/expressions mean in English?

a) au marché (paragraph1) _______________________________________

b) vendre (paragraph1) __________________________________________

c) combien il en voulait (paragraph1) _____________________________

d) un demeuré (paragraph1) ______________________________________

e) le ton (paragraph2) __________________________________________

f) étoiles (paragraph2) __________________________________________

g) frapper (paragraph3) __________________________________________

h) capable (paragraph 4) _________________________________________

i) une poignée (paragraph5) ______________________________________

j) égal (paragraph5) _____________________________________________

2) Read the following statements and decide, based on the story, whether they are true (T) or false (F). Then, write the sentence, in French, from the story that supports your answer.

_____1. The farmer went to the market to buy a cow. ______________________
2. The farmer wanted 50 measures of grain for the cow.

3. The merchant thought the farmer was a half-witted idiot.

4. The merchant thought the cow was worth 50 measures of grain.

5. The merchant and the farmer began to fight.

6. The judge told the farmer to prove that he (the farmer) wasn't an idiot.

7. To prove this, the farmer grabbed a handful of rice.

8. The judge thought the farmer was very clever and ordered him to pay the merchant fifty measures of grain for the cow.

3) What is the main idea of this story? Explain in English.
IPA for Legends and Storytelling - Interpretive

Answer sheet -

1)  a) au marché - to the market
    b) vendre - to sell
    c) combien il en voulait - how much he wanted for it
    d) un demeuré - a half-wit, idiot, dope
    e) le ton - the tone
    f) étoiles - stars
    g) frapper - to hit, strike
    h) capable - capable
    i) une poignée - a fistful
    j) égal - equal

2)

1. *False* - Un jour un fermier décida d'aller vendre sa vache au marché.
2. *True* - ...ce à quoi le fermier demanda cinquante mesures de grain.
3. *True* - Le merchant se mit à rire et déclara que le fermier devait être un demeuré pour demander un tel prix.
4. *False* - ...puisque la vache ne valait pas plus qu'une seule mesure de grain.
5. *True* - Les deux hommes commencèrent à arguer ....
6. *True* - Le juge écouta la version de chacun des deux hommes et se tourna vers le fermier pour lui demander: "si tu es capable de nous dire combien il y a d'étoiles dans le ciel et où le centre de la terre se trouve, c'est le moment de le faire".
7. *False* - Il se baissa ensuite et pris une poignée depuis le sol.
8. *True* - Le juge compris qu'il avait affaire à un homme très malin. Alors il ordonna au marchant de payer cinquante mesures de grain pour la vache.
3) Because the farmer is clever enough to make a statement that no one can disprove, he is clever enough to know how much his cow is worth and therefore he should receive his asking price.

IPA for Legends and Storytelling - Interpretive Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Main ideas</td>
<td>You are able to</td>
<td>You are able to</td>
<td>You are able to</td>
</tr>
<tr>
<td>• Supporting details</td>
<td>identify the main</td>
<td>identify the main</td>
<td>identify the main</td>
</tr>
<tr>
<td>(How well do you find</td>
<td>idea. You identify</td>
<td>idea. You identify</td>
<td>idea. You identify</td>
</tr>
<tr>
<td>the main ideas and</td>
<td>all of the</td>
<td>some of the</td>
<td>few of the</td>
</tr>
<tr>
<td>supporting details</td>
<td>supporting details.</td>
<td>supporting details.</td>
<td>supporting details.</td>
</tr>
<tr>
<td>from the text?)</td>
<td>(9 out of 9)</td>
<td>(5-8 out of 9)</td>
<td>(0-4 out of 9)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Key Words</td>
<td>You are able to</td>
<td>You are able to</td>
<td>You are able to</td>
</tr>
<tr>
<td>(How do you determine</td>
<td>determine the</td>
<td>determine the</td>
<td>determine the</td>
</tr>
<tr>
<td>the meaning of words?)</td>
<td>meaning of all key</td>
<td>meaning of some</td>
<td>meaning of a few</td>
</tr>
<tr>
<td></td>
<td>words that are</td>
<td>key words that are</td>
<td>key words that are</td>
</tr>
<tr>
<td></td>
<td>cognates and/or</td>
<td>cognates and/or</td>
<td>cognates and /or</td>
</tr>
<tr>
<td></td>
<td>thematic vocabulary.</td>
<td>thematic vocabulary.</td>
<td>thematic vocabulary.</td>
</tr>
<tr>
<td></td>
<td>(10 out of 10)</td>
<td>(6-9 out of 10)</td>
<td>(0-5 out of 10)</td>
</tr>
</tbody>
</table>
IPA for Legends and Storytelling - Interpersonal

Length of conversation: approximately 5 minutes per pair

Description of task:
You and your friend were counselors at a day camp last summer. One of your jobs included being the official camp story tellers. Because your grandmother used to tell you many stories when you were a child, you used these stories as inspiration. You start to talk to your friend, in French, and ask about his/her favorite childhood story. In your French conversation, each of you should include details about the following:

- Your favorite type of childhood story (pick one: fairytale, legend, fable…)
- Describe your favorite character (s) and what she/he was like using the imperfect
- Sequence events with a beginning, middle and end
- React to your friends’ story and ask about the order the events took place
- Ask each other if there was a moral or message
- say if you agree/disagree with the ending and why you liked it then
IPA for Legends and Storytelling - Interpersonal Rubric
<table>
<thead>
<tr>
<th>Question</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do you communicate?</td>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td>(TEXT TYPE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do we understand you?</td>
<td>You are consistently understood.</td>
<td>You are generally understood.</td>
<td>You are understood with occasional difficulty.</td>
</tr>
<tr>
<td>(COMPREHENSIBILITY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do you understand?</td>
<td>Your responses are mostly logical and on topic.</td>
<td>Your responses are generally logical and on topic.</td>
<td>Your responses are occasionally logical and on topic.</td>
</tr>
<tr>
<td>(COMPREHENSION)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of vocabulary do you use?</td>
<td>You use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>You use a range of vocabulary that accomplishes the task.</td>
<td>You use basic vocabulary and resort to English when you are unable to communicate your message.</td>
</tr>
<tr>
<td>(LANGUAGE USE AND VOCABULARY)</td>
<td></td>
<td>You use a range of vocabulary that accomplishes the task.</td>
<td></td>
</tr>
<tr>
<td>How well do you keep the conversation going?</td>
<td>You ask and answer questions to maintain the conversation and to clarify. At times, you paraphrase to make yourself understood.</td>
<td>You maintain a simple conversation by asking some questions, but you don’t ask for clarification.</td>
<td>You respond to basic, direct questions, and ask simple questions.</td>
</tr>
<tr>
<td>(COMMUNICATION STRATEGIES)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do I demonstrate cultural understanding?</td>
<td>You generally demonstrate awareness of cultural appropriateness.</td>
<td>You occasionally demonstrate awareness of cultural appropriateness</td>
<td>You do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
<tr>
<td>(CULTURAL AWARENESS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of task:

Now it is time for you to tell us a story!
1) Create your own story in French which includes a moral or message.

2) You will present your story to the class in a 3-5 minute oral presentation.

3) In order to help yourself and your audience (us!), you should include some visual aids. Your visual aid may include only pictures (drawings, clip art, magazine clippings, etc.). It can take the form of a poster, a power point, transparencies, etc. (If you have another idea, you must clear this with your teacher first!)

4) In your story you could:
   (choose one) a) explain a natural event;
   b) create a fairytale;
   c) explain a supernatural event/science fiction;
   d) make up a story with a superhero/heroine

5) Oral presentations will be on _________________________________(date)
### IPA for Legends and Storytelling - Presentational Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY USE / IMPACT</strong></td>
<td>- You use a variety of vocabulary, with little repetition, on several aspects of the topic. You provide some supporting details.</td>
<td>- You use a variety of vocabulary, with some repetition, on a few aspects of the topic. You provide few supporting details.</td>
<td>- Your vocabulary is limited and/or repetitive. You provide no supporting details.</td>
</tr>
<tr>
<td>Do you use vocabulary pertaining to the topic? Do you include details?</td>
<td>- Your visuals greatly enhance your presentation.</td>
<td>- Your visuals help clarify your presentation.</td>
<td>- Your visual(s) do not relate to your presentation.</td>
</tr>
<tr>
<td><strong>COMPREHENSIBILITY</strong></td>
<td>You are understood all of the time and you express your message with ease.</td>
<td>You are understood most of the time and you express your message with minimal difficulty.</td>
<td>You are not well understood and you express your message with difficulty.</td>
</tr>
<tr>
<td>Can you be understood?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you get your message across?</td>
<td>You create with language using sentences, including some connected sentences.</td>
<td>You create with language using simple sentences. You may attempt to connect sentences.</td>
<td>You utilize language consisting of memorized phrases. You may include simple sentences.</td>
</tr>
<tr>
<td><strong>LANGUAGE CONTROL</strong></td>
<td>You are highly accurate when producing simple sentences. Accuracy may decrease when attempting to use time frames other than the present.</td>
<td>Generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details.</td>
<td>You are using memorized language. Accuracy may decrease when attempting to create with language.</td>
</tr>
</tbody>
</table>
IPA for Legends and Storytelling Unit - French 9H

I. **Interpretive** - student will read a African legend and answer questions based on their comprehension of the story

   *Materials needed:* for student - text of story, student question sheet (included)
   for teacher - text of story, student question sheet, teacher answer sheet and grading rubric (included)

II. **Interpersonal** - students will discuss a favorite childhood story with a friend

   *Materials needed:* for student - description of task (included)
   for teacher - description of task, grading rubric (included)
   - (optional) digital voice recorders for student recording, laptop, flash drive

III. **Presentational** - students will create their own story in French which includes a moral or message.

   *Note to teacher:* stories will be presented in a 3-5 minute oral presentation. Teacher may modify this task, if necessary

   *Materials needed:* for student - description of task (included)
   for teacher - description of task, grading rubric (included)
IPA for Legends and Storytelling - Interpretive

Source: http://www.mamaafrika.com/Folktales/fr.fableslist.php

The children that you will be babysitting this weekend have just arrived with their parents from France. The father has been transferred here by his company and will be working here for a while. Since the family has arrived only recently, the children have not yet learned English and speak only French. They are very sweet children and they love stories. Since you speak French, you are going to be the babysitter!

You are checking out some stories that you might be able to tell the children in order to keep them entertained. Read the following story and then answer the questions which follow.

************************************************************

L’astucieux fermier
Un conte Erythréen

Un jour un fermier décida d’aller vendre sa vache au marché. Lorsqu’il rencontra le marchant, il le salua et lui dit qu’il souhaitait vendre une vache. Le marchant lui demanda combien il en voulait, ce à quoi le fermier répondit cinquante mesures de grain. Le marchant se mit à rire et déclara que le fermier devait être un demeuré pour demander un tel prix puisque la vache ne valait pas plus qu’une seule mesure de grain.

Les deux hommes commencèrent à arguer sur le prix et le ton haussa rapidement. Une foule commença à se former autour d’eux. Alors le fermier déclara qu’il n’était pas un demeuré; car aucun demeuré ne peut savoir où se trouve le centre de la terre ni combien il y a d’étoiles dans les cieux.

Le marchant s’énerva et essaya de frapper le fermier. A ce moment, quelques hommes parmi la foule décidèrent de les séparer et de les amener auprès du juge afin que celui-ci mette un terme à leur dispute.

Le juge écouta la version de chacun des deux hommes et se tourna vers le fermier pour lui demander: "si tu es capable de nous dire combien il y a d’étoiles dans le ciel et où le centre de la terre se trouve, c’est le moment de le faire". Le fermier fit une pause, puis il prit sa canne et la plongea profondément dans le sol. "Voici le centre de la terre, dit-il, et j’invite quiconque peut prouver le contraire à le faire maintenant".
IPA for Legends and Storytelling - Interpretive (cont.)

Il se baissa ensuite et pris une poignée de poussière depuis le sol. "Le nombre d'étoiles dans les cieux est égal au nombre de particules de poussière dans ma main, et j'invite quiconque peut prouver le contraire à le faire maintenant".

Le juge compris qu'il avait affaire à un homme très malin. Alors il ordonna au marchant de payer cinquante mesures de grain pour la vache.

Now, answer the following questions.

1) Based on the story, what do you think the following words/expressions mean in English?
   a) au marché (paragraph1) _____________________________________________
   b) vendre (paragraph1) ______________________________________________
   c) combien il en voulait (paragraph1) ___________________________________
   d) un demeuré (paragraph1) __________________________________________
   e) le ton (paragraph2) _______________________________________________
   f) étoiles (paragraph2) ______________________________________________
   g) frapper (paragraph3) ______________________________________________
   h) capable (paragraph 4) _____________________________________________
   i) une poignée (paragraph5) __________________________________________
   j) égal (paragraph5) _________________________________________________

2) Read the following statements and decide, based on the story, whether they are true (T) or false (F). Then, write the sentence, in French, from the story that supports your answer.

   _____1. The farmer went to the market to buy a cow. ________________________
   ________________________________

   _____2. The farmer wanted 50 measures of grain for the cow. ____________________________
   ________________________________

   _____3. The merchant thought the farmer was a half-witted idiot. _________________
   ________________________________
4. The merchant thought the cow was worth 50 measures of grain.

5. The merchant and the farmer began to fight.

6. The juge told the farmer to prove that he (the farmer) wasn't an idiot.

7. To prove this, the farmer grabbed a handful of rice.

8. The juge thought the farmer was very clever and ordered him to pay the merchant fifty measures of grain for the cow.

3) What is the main idea of this story? Explain in *English*.
IPA for Legends and Storytelling - Interpretive

Answer sheet -

1) a) au marché - to the market                                    f) étoiles - stars
    b) vendre - to sell                                            g) frapper - to hit, strike
    c) combien il en voulait - how much he wanted for it           h) capable - capable
    d) un demeuré - a half-wit, idiot, dope                       i) une poignée - a fistful
    e) le ton - the tone                                           j) égal - equal

2) 1. False - Un jour un fermier décida d'aller vendre sa vache au marché.
2. True - ...ce à quoi le fermier demanda cinquante mesures de grain.
3. True - Le merchant se mit à rire et déclara que le fermier devait être un demeuré pour demander un tel prix.
4. False - ...puisque la vache ne valait pas plus qu'une seule mesure de grain.
5. True - Les deux hommes commencèrent à arguer ....
6. True - Le juge écouta la version de chacun des deux hommes et se tourna vers le fermier pour lui demander: "si tu es capable de nous dire combien il y a d'étoiles dans le ciel et où le centre de la terre se trouve, c'est le moment de le faire".
7. False - Il se baissa ensuite et pris une poignée depuis le sol.
8. True - Le juge compris qu'il avait affaire à un homme très malin. Alors il ordonna au marchant de payer cinquante mesures de grain pour la vache.

3) Because the farmer is clever enough to make a statement that no one can disprove, he is clever enough to know how much his cow is worth and therefore he should receive his asking price.
IPA for Legends and Storytelling - Interpretive Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>You are able to identify the main idea. You identify all of the supporting details.</td>
<td>You are able to identify the main idea. You identify some of the supporting details.</td>
<td>You are able to identify the main idea. You identify few of the supporting details.</td>
</tr>
<tr>
<td>- Main ideas</td>
<td>(9 out of 9)</td>
<td>(5-8 out of 9)</td>
<td>(0-4 out of 9)</td>
</tr>
<tr>
<td>- Supporting details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(How well do you find the main ideas and supporting details from the text?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>You are able to determine the meaning of all key words that are cognates and/or thematic vocabulary.</td>
<td>You are able to determine the meaning of some key words that are cognates and/or thematic vocabulary.</td>
<td>You are able to determine the meaning of a few key words cognates and /or thematic vocabulary.</td>
</tr>
<tr>
<td>- Key Words</td>
<td>(10 out of 10)</td>
<td>(6-9 out of 10)</td>
<td>(0-5 out of 10)</td>
</tr>
<tr>
<td>(How do you determine meaning of words?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IPA for Legends and Storytelling - Interpersonal

**Length of conversation**: approximately 5 minutes per pair

**Description of task:**
You and your friend were counselors at a day camp last summer. One of your jobs included being the official camp story tellers. Because your grandmother used to tell you many stories when you were a child, you used these stories as inspiration. You start to talk to your friend, in French, and ask about his/her favorite childhood story. In your French conversation, each of you should include details about the following:

- Your favorite type of childhood story (pick one: fairytale, legend, fable…)
- Describe your favorite character (s) and what she/he was like using the imperfect
- Sequence events with a beginning, middle and end
- React to your friends' story and ask about the order the events took place
- Ask each other if there was a moral or message
- say if you agree/disagree with the ending and why you liked it then
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<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td>(TEXT TYPE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do we understand you?</td>
<td>You are consistently understood.</td>
<td>You are generally understood.</td>
<td>You are understood with occasional difficulty.</td>
</tr>
<tr>
<td>(COMPREHENSIBILITY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do you understand?</td>
<td>Your responses are mostly logical and on topic.</td>
<td>Your responses are generally logical and on topic.</td>
<td>Your responses are occasionally logical and on topic.</td>
</tr>
<tr>
<td>(COMPREHENSION)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of vocabulary do you use?</td>
<td>You use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>You use a range of vocabulary that accomplishes the task. However, occasionally you may use the wrong word or expression.</td>
<td>You use basic vocabulary and resort to English when you are unable to communicate your message.</td>
</tr>
<tr>
<td>(LANGUAGE USE AND VOCABULARY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do you keep the conversation going?</td>
<td>You ask and answer questions to maintain the conversation and to clarify. At times, you paraphrase to make yourself understood.</td>
<td>You maintain a simple conversation by asking some questions, but you don’t ask for clarification.</td>
<td>You respond to basic, direct questions, and ask simple questions.</td>
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<td>(COMMUNICATION STRATEGIES)</td>
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<td>How well do I demonstrate cultural understanding?</td>
<td>You generally demonstrate awareness of cultural appropriateness.</td>
<td>You occasionally demonstrate awareness of cultural appropriateness</td>
<td>You do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
<tr>
<td>(CULTURAL AWARENESS)</td>
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IPA for Legends and Storytelling - Presentational

**Description of task:**
Now it is time for you to tell us a story!

1. Create your own story in French which includes a moral or message.
2. You will present your story to the class in a 3-5 minute oral presentation.
3) In order to help yourself and your audience (us!), you should include some visual aids. Your visual aid may include only pictures (drawings, clip art, magazine clippings, etc.). It can take the form of a poster, a power point, transparencies, etc. (If you have another idea, you must clear this with your teacher first!)

4) In your story you could:
   (choose one) a) explain a natural event;
   b) create a fairytale;
   c) explain a supernatural event/science fiction;
   d) make up a story with a superhero/heroine

5) Oral presentations will be on _________________________________(date)
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<th>Expectations</th>
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| **VOCABULARY USE / IMPACT**  
- Do you use vocabulary pertaining to the topic? Do you include details?  
| - You use a variety of vocabulary, with little repetition, on several aspects of the topic. You provide some supporting details.  
- Your visuals greatly enhance your presentation. | - You use a variety of vocabulary, with some repetition, on a few aspects of the topic. You provide few supporting details.  
- Your visuals help clarify your presentation. | - Your vocabulary is limited and/or repetitive. You provide no supporting details.  
- Your visual(s) do not relate to your presentation. |
| **COMPREHENSIBILITY**  
- Can you be understood?  
| You are understood all of the time and you express your message with ease. | You are understood most of the time and you express your message with minimal difficulty. | You are not well understood and you express your message with difficulty. |
| - How do you get your message across?  
| You create with language using sentences, including some connected sentences. | You create with language using simple sentences. You may attempt to connect sentences. | You utilize language consisting of memorized phrases. You may include simple sentences. |
| **LANGUAGE CONTROL**  
- How in control are you of the language?  
| You are highly accurate when producing simple sentences. Accuracy may decrease when attempting to use time frames other than the present. | Generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details. | You are using memorized language. Accuracy may decrease when attempting to create with language. |
Framework For Essential Instructional Behaviors, K-12
Common Threads

Edison’s Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. Planning Which Sets The Stage For Learning & Assessment

   Does the planning show evidence of:
   a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
   b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels
   c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
   d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
   e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
   f. activities to promote student reading, writing, listening, speaking, and viewing.
   g. provision for effective use of available materials, technology and outside resources.
   h. accurate knowledge of subject matter.
   i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
   j. strategies to enable co-planning and co-teaching in shared teaching situations.
   k. lessons that provide for increasing student independence and responsibility for learning.
   l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
   m. diagnostic and formative assessments that inform instructional design.
   n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

2. Productive Learning Climate & Classroom Management

   Does the student-teacher interaction and the classroom show evidence of:
   a. an environment which is learner-centered, content rich, and reflective of children’s efforts.
   b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
   c. opportunities for student voice and student choice.
   d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
   e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
   f. effective use of classroom time with a focus on accomplishing learning objectives.
   g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.
3. Teaching & Learning

*Does the instruction show evidence of:*

a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery-learning and inquiry activities.
i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms.
j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
k. real world applications and connections to students lives, interests, and home cultures.
l. opportunities for students to actively process the learning through closure at salient points in the lesson.
m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
n. development of students’ understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
o. active student engagement, individually and collaboratively, throughout the lesson.
p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

4. Professional Responsibilities & Characteristics

*Does the teacher show evidence of:*

a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
b. reflecting upon teaching to inform instruction.
c. maintaining accurate records and completing forms/reports in a timely manner.
d. communicating with parents about their child’s progress and the instructional process.
e. treating learners with care, fairness, and respect.
f. working collaboratively and cooperatively with colleagues.
g. sharing planning and instructional responsibilities in co-teaching partnerships.
h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
j. being flexible and open to suggestions from supervisors and administrators.
k. presenting a professional appearance.