FRENCH 1

Length of Course: Term

Elective/Required: Required

Schools: High Schools

Student Eligibility: Grades 9-12

Credit Value: 5 credits

Date Approved: 1/22/07
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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 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 world languages program that is a rewarding and satisfying experience for each learner.

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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 continue 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 and studying French.

A portion of the first class week 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 various careers (medicine, law, social work, teaching, secretarial work, business, foreign service, etc.)
- To experience satisfaction in acquiring skills for personal pleasure (reading in a foreign language, viewing foreign films, traveling in a foreign country)
- 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 not only the language of France but also the official language of more than a dozen African nations, Haiti and Quebec. It is spoken by a significant percentage of the populations of Belgium, Switzerland and Canada. Thus, French is the language of a variety of cultures.

Various French dialects are also spoken in the homes of hundreds of thousands of Americans in New England and Louisiana as well as in isolated spots in the East and Midwest. In New York City alone there are approximately 75,000 Haitians who speak French and Creole. Our French heritage extends from Marquette, Joliet and LaSalle to the existence today of large communities of speakers of some variety of French.

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.

After discussing reasons for studying foreign language, students may be given names in French from the following list. It is suggested that name cards be made. As soon as names are assigned, present the question/answer, *Comment vous appelez-vous? Je m'appelle …*

The next portion of the period may be devoted to teaching these greetings: *Bonjour, Ça va, Ça va bien.*

Point out that speakers of French almost never use a greeting such as *bonsoir* without adding the person’s first name or *Monsieur, Madame, Mademoiselle.* Nor do they add the person’s last name. The French usually shake hands when they greet or take leave of one another. This includes teenagers as well as adults. It is not uncommon to see the French greet each other with kisses on both cheeks.
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Sixth-grade mid-year assessment
<<Qui suis-je>>

This assessment should be given in January and will be counted as 25% of the semester grade.

It is suggested that the teacher model this presentation at the beginning of the school year and at intervals to provide students with concrete examples of their expected performance.

Students will make an oral presentation to the class about themselves. They will need to prepare a poster that visually represents what they will be talking about, which will serve as a non-verbal prompt to aid them in the sequencing of their presentation. The poster will be worth 20% of the presentation grade. The poster should have a picture of each point they are going to talk about. These pictures can be photographs, drawings, magazine pictures, clip-art, etc. The poster should be neat and visually attractive. For example, if the student likes to play baseball, he/she should include a representation of baseball (ball, bat, diamond, etc.).

The oral presentation will be worth 80% of the assessment grade. Stress to students that this is a showcase of their language acquisition and that they should try, as much as possible, to show what they have learned. They must include the following information in their oral presentation:

• Say hello

• Introduce himself/herself
  • Name
  • Age/Birthday
  • Nationality
  • Town
  • Two adjectives of physical description and two adjectives of personality

• Identify two family members of his/her choice by:
  • Relationship
  • Name
  • Age

• Good-bye

For enrichment, students might include their best friend or activities which their family members like to do.

Checklist for students - Grade six mid-year assessment
You will now have an opportunity to show everything you have learned how to say in French since the beginning of the school year. You are going to make an oral presentation to the class about yourself. You need to make a poster which visually represents what you will be talking about.

Your oral presentation must include:

• Hello

• Introduce yourself
  • Name
  • Age/Your birthday
  • Nationality
  • Two adjectives of physical description and two adjectives of personality
  • Town in which you live

• Identify two family members/friends of your choice by:
  • Relationship
  • Name
  • Age
  • One adjective of physical description and one of personality

• Good-bye

If you would like to include more in your presentation, you might also include your best friend and activities your family members like to do.

No translators should be used. You should be able to find everything you need in your textbook. If you need additional vocabulary for activities, consult the teacher.

Keep in mind when designing your poster that you cannot label the pictures in French. You can, however, label pictures of your family members with first names and their age in numbers to remind you what to say.

Your presentation should fall in the range of twelve to sixteen sentences, not including Hello and Good-bye.
Sixth-grade end-of-year assessment

<<Au café>>

This assessment should be given at the end of May or the beginning of June. It will be counted as 25% of the second semester grade.

Again, it is suggested that the teacher provide models for the students to follow. These may be parts of the video program showing people in waiter/client exchanges.

Working in groups of preferably three, students will prepare and present a café skit. They will also hand in a script of their skit as a written component.

Students must include the following in their skits:

- Get the attention of the waiter/waitress
- Ask for the menu
- Discuss food and beverage choices
- Waiter asks for order
- Ask for a price on a food or beverage item
- Order a food and a beverage each
- Conversation - weather, time, etc.
- Waiter/waitress makes appropriate comments upon delivery of food to table
- Give opinion statements about the food - i.e. **C'est bon!** / **délicieux** / **dégoûtant**
- Ask for the check
- Pay in euros

Teachers should emphasize that students will need props for their presentation - i.e. - menus, plastic or homemade food items, trays, aprons, etc.

Scripts will be handed in before presentations. For students who feel the need for a memory prompt, the following suggestion is given:

Students may draw pictures on an index card of pertinent phrases or vocabulary used in the presentation. For instance, if the student is to ask the questions, **C'est combien?**, they might represent it this way on the card - €? (euro symbol)

It is suggested that since the focus of the sixth-grade program is on oral communication, the oral presentation will represent 80% of the assessment grade and the written component, 20%. Each student should be graded separately on the oral assessment.

It is also strongly suggested that the teacher either make videotapes or audiocassettes of these presentations in order to give the opportunity for careful assessment of each student's performance on the rubric.
Checklist for students - Grade six end of year assessment

<<Au café>>

As a culminating activity for the second semester, you will have the opportunity to design and present a café skit. You will also be handing in a copy of your script before your presentation.

You will be working in groups of three (some groups may, by necessity, have four). One of you will be the waiter/waitress and the rest of you will be the customers. When writing your skit, you will need to include the following:

- Get the attention of the waiter/waitress
- Ask for the menu
- Discuss food and beverage choices
- Waiter/waitress asks for order
- Ask for a price on a food or beverage item
- Order a food and a beverage each (use the vocabulary from the text)
- Conversation while waiting - weather, time, etc.
- Waiter/waitress makes appropriate comments upon delivery of food
- Give opinion statements about the food
- Ask for the check
- Pay in euros

You should use props while presenting your skit (menus, aprons, plastic or homemade food items, music, etc.).

Your actual presentation will account for 80% of the grade. Your written script will comprise the other 20%. You will be graded separately on your oral presentation in the skit. All members of the group will be given the same grade on the written script. Your script should clearly identify the speaker each time. For example:

Serveur (Thomas): Vous désirez?

As a guideline, try to have each member of your group speak at least five lines.
Seventh-grade mid-year assessment
<<C'est moi!>>

This assessment will be given in January and will be counted as 25% of the first semester grade.

It is suggested that the teacher model this presentation at the beginning of the school year and at intervals to provide students with concrete example of their expected performance.

Students will make an oral presentation to the class about themselves. They will prepare a booklet or a Power Point presentation as a visual aid for their presentation. This booklet should have pictures (drawings, clip-art, etc.) or photographs of the activities they have selected to talk about. The booklet should have at least five pages no smaller than 8 1/2" by 11". Students should not label the pictures in their booklet with French. The pictures will serve as a visual prompt for the speaker and as an enhancement for the listener. The oral presentation should be ten to twelve sentences in length and should include the following:

• A brief introduction (greeting and name)
• Likes and dislikes of activities, expressed as a verb in infinitive form
• Likes and dislikes of things (sports, hobbies, pastimes and school subjects)
• At least two seasons
• At least three adverbs (how often and how well they do these activities)
• With whom they do these activities
Checklist for students - Grade seven mid-year assessment
<<C'est moi!>>

Imagine that you are preparing a presentation that will be used to match you with a pen pal who has similar interests. What would you most like other people to know about you? As your mid-year assessment, you are going to make a booklet which illustrates your likes and dislikes and present this orally to the class.

Your presentation should be ten to twelve sentences in length and should include the following:

• A brief introduction (greeting and name)
• Your likes and dislikes, selecting from sports, hobbies, pastimes and school subjects
• At least two seasons (when you do certain activities)
• Your likes and dislikes of activities, expressed as a verb in the infinitive form
• At least three adverbs (how often and how well you do these activities)
• With whom you do these activities

Your booklet should have an illustration (drawing, photograph, clip-art, etc.) for each activity you mention. It should be at least five pages in length. Do not label the pictures in French. The booklet pictures are to help you remember what you want to say, and to make your presentation more interesting to your audience. Booklet pages should be 8 1/2” by 11”. Your booklet should reflect genuine effort, be neat and visually appealing.

Your oral presentation will be 80% of your assessment grade. The booklet will be 20% of the grade.
Seventh-grade end-of-year assessment
<<Qu'est-ce qu'on fait?>> - Dialogue

This assessment should be given in late May or early June. It will be counted as 25% of the second semester grade.

It is suggested that the teacher provide a model of this activity to give students an idea of what this might look like. One suggestion is the Holt-Rinehart video which introduces Chapter 6 of *Allez, Viens!* Another idea might be to use puppets to play the two roles.

Students working with a partner will prepare a dialogue of fifteen to twenty lines. They may pick either of the following two scenarios:

1. You and your friend are trying to get together for an activity over the weekend, but first, you have to find out about each other's plans.

   **OR**

2. You see someone at a party whom you would like to get to know better, so you strike up a conversation to find out more about this person.

This presentation should include all of the following:

- *est-ce que* questions
- information questions (at least three different interrogations)
- *-er* verbs (both conjugated and in infinitive constructions - page 115)
- *aller* (at least two different forms)
- *faire* (at least three different forms)
- *qui*
- *qu'est-ce que*

Students are to hand in a copy of their script before they present. During preparation of the scripts, all scripts must be presented to the teacher for checking. The teacher will indicate where errors exist and redirect students to make their own corrections. A final copy should be submitted on day of presentation. The oral presentation will account for 80% of the assessment grade and the script will be 20% of the grade. Students will be assessed separately on their oral presentation and will share a grade on the script.

The teacher may wish to offer the option to the students of using puppets to make this presentation.
Checklist for students - Grade seven end-of-year assessment
<<Qu'est-ce qu'on fait?>> - Dialogue

As we approach the end of the year, it's time to put together all the things we've done all year. You will be working with another person to prepare and present a dialogue. You and your partner may pick one of the following scenarios:

1. You and your friend are trying to get together for an activity over the weekend, but first, you have to find out about each other's plans.

   OR

2. You see someone at a party whom you would like to get to know better, so you strike up a conversation with this person to find out more about him/her.

Your dialogue should be fifteen to twenty lines in length. (Don't count one-word sentences like Bonjour!) You have to include the following:

- **est-ce que** questions/yes/no response
- information questions (at least three different interrogations)
- **-er** verbs (both conjugated and in infinitive constructions)
- **aller** (at least two different forms)
- **faire** (at least three different forms)
- **qui**
- **qu'est-ce que**

You will be handing in a copy of your script to me before you present your dialogue. After you have initially prepared your script, show it to me for checking. I will indicate to you where you have to make some correction. After making your corrections, you are to prepare a neat copy to hand in on the day of presentation.

The oral presentation will account for 80% of the assessment grade and the script will be 20% of the grade.

You may use index cards with visual pictures to help you remember the lines of your presentation.

Remember this dialogue is a reflection of your own work. Both of you need to work to contribute as equally as possible when developing your script. You may and should refer to your textbook for help but must use your own words.
Grade eight (everyday class) first marking period assessment
<<Ma journée à Paris>>

This assessment will be given at the end of the first marking period and will be counted as 25% of the first marking period grade.

Students will make an oral presentation to the class, on a trip to Paris that they are planning. They will prepare a map of Paris. (They may look at the map on p. 197 for an idea what their map might look like.) They should label the major streets, buildings and places of interest as well as decorate the map. The map will serve as a visual prompt for the speaker and as an enhancement for the listener. The oral presentation should be twelve to fifteen sentences in length and should include the following:

- a brief introduction (stating where the student is going to stay in Paris and where that hotel is located in Paris, in general)
- three places they are going to go:
  - a monument/church
  - a museum
  - another attraction of their choice
- a simple description of each place
- what they are going to do in that place, expressed in the futur proche

The map will be worth 20% of the assessment grade. The oral presentation will account for the remaining 80%.
Imagine that you are in Paris and want to visit several tourist spots. As your first marking period assessment, you are going to make a map which illustrates Paris. Check p. 197 for ideas. Label the major streets, buildings and places of interest in French. The map will serve as a visual prompt for you and as an enhancement for the listeners. Your oral presentation should be twelve to fifteen sentences in length and should include the following:

- a brief introduction (stating where you are going to stay in Paris and where that hotel is located in Paris, in general terms)
- three places that you are going to visit:
  - a monument/church
  - a museum
  - another attraction of your choice
- a simple description of each place
- what you are going to do in that place, expressed in the futur proche

Remember to point out your movements on the map as you explain where you are going to go.

The map will be counted as 20% of the assessment grade. The other 80% will be the oral presentation. Those two together comprise your assessment grade which will count as 25% of the first marking period grade.
Grade eight mid-year assessment (everyday and A/B students)

Choice #1 - <<Allons au grand magasin>>

This assessment will be given in January and will be counted as 25% of the second marking period for everyday classes and 25% of the first semester for A/B students.

Working in groups of preferably three, students will prepare and present a skit taking place in a Parisian department store. Students must include the following in their skits:

- ask where you are going to shop
- ask what they are going to buy and why
- discuss the price, size and/or color of two specific articles of clothing
- ask for opinions and give comments on each clothing item
- get the attention of a salesperson
- salesperson asks how he/she can be of service
- salesperson suggests different possibilities
- customers choose and give reasons for their choice of clothing
- customers ask for cost of a specific item and pay in euros

Students must use props for their presentation (i.e., store window on poster board, department signs, floor plans, articles of clothing, euros, etc.)

Choice #2 - <<"Le défilé de mode">>

Working in groups of preferably three, students will create a new clothing line for teens which they will be selling in their boutique. They will show off their creations by putting together an exciting and/or funny défilé de mode. The following must be done:

- the group decides on the clothing items, colors and patterns necessary to this fashion line.
- each student finds and subsequently models 4 pieces of clothing. These items must be brought in prior to the day of the fashion show for the teacher's approval and for the group's preparation of the show.
- each student announces the clothes that another student is modeling and must include the following:
  - the name of the person modeling and any other information they want to give, as an introduction.
  - a description of the four items of clothing, one by one, using colors, patterns, fabrics, etc.
  - the price in euros for each item of clothing
  - appropriate comments of opinion
  - statements on when, where and why the customer would want to wear the clothes
• a store window (vitrine) on poster board with the name of the group’s boutique, colorful pictures and the price of the items. This creative and decorative store window will attract the customer’s attention.

Scripts will be handed in before presentations for checking. The teacher will indicate where errors exist and redirect students to make their own corrections. A neat corrected copy should be resubmitted to the teacher. At that time the teacher will correct and grade the script, and then return it to the students. Students may then begin to practice for the presentations.

Students working together on a script will share the grade for that script, which will account for 20% of the assessment grade. Students will be assessed separately on their oral presentation which will comprise the other 80% of the assessment grade.
Checklist for students - grade eight (everyday and A/B) mid-year assessment

Choice #1 - <<Allons au grand magasin>>

As a culminating activity for the first semester, you will have the opportunity to design and present a skit which takes place in a Parisian department store.

You will be working in groups of three. One of you will be the salesperson and the others will be the customers. When writing the skit, you will need to include the following:

- ask where you are going to shop
- ask what you are going to buy and why
- discuss the price, size and/or color of two specific articles of clothing
- ask for opinions and give comments on each clothing item
- get the attention of a salesperson
- salesperson asks how he/she can be of service
- salesperson suggests different possibilities
- customers choose and give reasons for their choice of clothing
- customers ask for cost of a specific item and pay in euros

You must use props for your presentation (store window on poster board, department signs, floor plans, articles of clothing, euros, etc.)

Choice #2 - <<Le défilé de mode>>

You and two friends have just created a new clothing line for teens and will be selling the clothes in your boutique. You will show off your creations by putting together an exciting and/or funny défilé de mode. You must do the following:

- decide on the general style of your fashion line: grunge, preppie (BCBG), evening wear, retro, modern, funky, etc.
- decide on the clothing items, colors and patterns necessary to this fashion line.
- you must find and subsequently model 4 pieces of clothing. These items must be brought in prior to the day of the fashion show for approval and for the group's preparation of the show.
- at the show, announce the clothes that another student is modeling and include the following:
  - the name of the person modeling and any other information you want to give, as an introduction
  - a description of the four items of clothing, one by one, using colors, patterns, fabrics, etc.
  - the price in euros for each item
  - appropriate comments of opinion
  - statements on when, where and why the customer would want to wear the clothes.
• create a vitrine (store window) on poster board. On the poster, include the name of your group's boutique, colorful pictures and the prices of the items. Your creative and decorative store window should be eye-catching!

Your actual presentation will account for 80% of your grade. Your written script will comprise the other 20%. You will be graded separately on your oral presentation. All members of the group will share the same grade on the written script. As a guideline, your script should be at least twenty lines in length. One-word utterances such as <<Bonjour>> do not count. Your group will prepare your script and then hand it in to me for checking. I will indicate where you have corrections to be made. You will then have the opportunity to make revisions before handing in the script again. At that time the script will be assessed and corrected by me. When it is returned to you, each member of the group should make sure he/she has a copy with all the final corrections. Then you may begin to practice for your presentation.
Grade eight (everyday class) third marking period assessment
<<Une histoire intéressante>>

Students will focus on relating past events in the passé composé as they tell a story. The events can be real or imagined. They may choose to tell about a particular day or weekend, or tell about a vacation or trip that they have taken. This should be in the first person. This assessment will comprise 25% of the third marking period grade.

The oral presentation should be ten to twelve sentences in length and must include the following:

- a variety of -er verbs in the past tense
- the verb aller in the past tense
- the verb faire in the past tense (other irregular verbs may be included at the discretion of the teacher)
- when the activities have taken place (i.e., day, time, etc.) and with whom
- the vocabulary for sequencing which is on p. 311

As a visual prompt for the speaker and an enhancement for the listener, students will prepare one of the following:

- a poster
- a comic strip
- a booklet
- an album
- a video
- Power Point

The visual component will comprise 20% of the assessment grade. The oral presentation will be worth 80% of the grade.
Checklist for students - grade eight (everyday class) third marking period assessment
<<Une histoire intéressante>>

Now that you've learned to tell about events that have already happened, you'll have the opportunity to tell the class a story about yourself. You may choose to tell us about events that really happened, or you may want to use your imagination. You can tell us about a particular day or weekend, or you may want to describe a trip or vacation that you've taken.

Your presentation should be ten to twelve sentences in length and should include the following:

- a variety of -er verbs in the past tense
- the verb *aller* in the past tense
- the verb *faire* in the past tense (other irregular verbs may be included at the discretion of the teacher)
- when (day, time, etc.) and with whom you did these activities
- sequencing words (p. 311)

To help you remember the order of events, and to add to your presentation, you will make a visual representation of your story. This may take any of several forms. Here are some ideas to choose from:

- a poster
- a comic strip
- a booklet
- an album
- a video
- Power Point

The visual will account for 20% of the assessment grade. Your oral presentation will comprise the other 80%. These two components will be combined into your assessment grade which will count as 25% of the third marking period grade.
Grade eight (everyday and A/B) end-of-year assessment
<<La nourriture>>

This assessment may be given in late May or early June and will be counted as 25% of the second semester grade for the A/B students and 25% of the fourth marking period grade for the everyday classes.

Students working with a partner will prepare a dialogue of fifteen to twenty lines. They may pick one of the following two scenarios.

1. You and your friend are preparing a picnic and discussing the foods that you will include.

2. You are having a phone conversation with someone in which you discuss a special meal that you are preparing for someone’s birthday.

Students must include the following in their dialogue:

- a list of foods needed for the occasion, including quantities of the food
- comments on likes and dislikes
- who is going to buy which food items
- the people whom they are inviting
- at what time and where the event will occur
- opinion statements about the foods

Students are to hand in a copy of their script to the teacher for checking. The teacher will indicate where corrections need to be made. After students work on revising the scripts, they are resubmitted to the teacher. At this time, the scripts are assessed and corrected by the teacher, and then returned to the students so they may begin to practice their presentations.

Students working together will share the grade on the script which counts as 20% of the assessment grade. Students will be graded individually on the oral presentation, and this will comprise the other 80% of the grade.
Checklist for students - grade eight end-of-year assessment
(everyday and A/B classes)
<<La nourriture>>

As we approach the end of the year, it's time to put together all the things we've done all year. You will be working with another person to prepare and present a dialogue. You and your partner may pick one of the following scenarios:

1. You and your friend are preparing a picnic and discussing the foods that you will include.

2. You are having a phone conversation with someone in which you discuss a special meal that you are preparing for someone's birthday.

Your dialogue should be fifteen to twenty lines in length. One-word utterances such as <<Bonjour>> do not count. You will need to include the following:

- a list of food items needed for the occasion, including quantities of the foods
- comments on likes and dislikes
- who is going to buy which food items
- the people whom you are inviting
- at what time and where the event will take place
- opinion statements about the foods

You will be handing in a copy of your script to me for checking. I will indicate to you and your partner where you need to make some corrections. You will have this opportunity to revise your script. Then you will hand your script in a second time. I will assess and correct it, and then return it to you so that you may begin to practice for your presentation.

You and your partner will share the grade for the script. This will account for 20% of the assessment grade. When you present, you will be assessed separately, and this will be the other 80% of the assessment grade. Your assessment will count as 25% of the fourth marking period grade for the everyday classes, and 25% of the second semester grade for the A/B students.
Members of group __________________________

__________ will be presenting _____________, who will be wearing…

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<th>Clothing</th>
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__________ will be presenting _____________, who will be wearing…

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francais 8 - défilé de mode
Teacher Resources for Sixth Grade Assessment

The teacher may find the following portions of the text Discovering French-Bleu helpful in preparing students for these presentations:

<<Qui suis-je?>> - Mid-year Assessment

Unité 1 - Bonjour!
Leçons 1, 2, 3

Unité 2 - Les copains et la famille
Leçons 5, 6, 7, 8

Introduce the adjectives of physical description (Unité 5, Leçon 17) and personality (Unité 5, Leçon 19).

<<Au café?>> - End-of-Year Assessment

Unité 3 - Leçons 9, 10, 11, 12
Europak (for information about and examples of the euro.)
Teacher Resources for Seventh Grade Assessments

The teacher may find the following portions of the text Discovering French-Bleu, Première Partie and Deuxième Partie, helpful in preparing students for these presentations:

<<C'est moi!>> - Mid-year Assessment

Unité 3 - Leçons 12
Entracte 3 - page 79

Unité 4
Leçons 13, 15 (page 114)

Unité 5 - page 139, 163

Unité 6 - page 214 (red book)

<<Qu'est-ce qu'on fait?>> - End-of-Year Assessment

Unité 4 - Leçons 13, 14, 15, 16

Unité 5 - Leçon 20

Unité 6 - page 200 (red book)

Teacher Resources for Eighth Grade Assessments

Grade 8 A/B:

<<Allons au grand magasin>> - Mid-year assessment
Unité 7 - Leçons 25-28

<<La nourriture>> - End-of-year assessment
Unité 9 - Leçons 33-36

Grade 8 everyday:

The four marking period assessments correlate to the four units in the Deuxième Partie text - Unités 6, 7, 8 and 9.
WEEKLY CLASS PARTICIPATION EVALUATION

Nombre: ____________________________________________  Nota: ________/20 = _______ %

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of French in classroom</td>
<td>Student uses as much French as possible during class time</td>
<td>Student uses some French during class time</td>
<td>Student uses minimal French during class time</td>
<td>Student uses no French during class time</td>
<td></td>
</tr>
<tr>
<td>Class time participation</td>
<td>Student is focused during class</td>
<td>Student is fairly focused during class</td>
<td>Student is inconsistently focused</td>
<td>Student is not focused</td>
<td></td>
</tr>
<tr>
<td>Attitude towards classmates</td>
<td>Very understanding and respectful of classmates</td>
<td>Somewhat understanding and respectful of classmates</td>
<td>Not very understanding or respectful of classmates</td>
<td>Disrespectful of classmates</td>
<td></td>
</tr>
<tr>
<td>On task during in-group and partner work</td>
<td>All of the time; speaks in French with partner; shares tasks equally</td>
<td>Most of the time; speaks some French with partner, shares tasks somewhat equally</td>
<td>Sometimes' speaks little French with partner; tasks are unequal - one partner is doing most work</td>
<td>Rarely; speaks no French with partner, tasks are very unequal - one partner is doing all work</td>
<td></td>
</tr>
<tr>
<td>On task during presentation of material by teacher</td>
<td>All of the time; attentive during and to explanations; always follows directions well for activities; takes accurate notes; <strong>DOES NOT</strong> talk with classmates during presentation</td>
<td>Most of the time; somewhat attentive during and to explanations; usually follows directions takes notes; infrequent talking with classmates during presentation</td>
<td>Sometimes; somewhat inattentive during and to explanations; often does not listen to directions for activities; infrequent note taking; continuous talking with classmates during presentation</td>
<td>Rarely; does not listen to explanations; does not listen to directions for activities; does not take notes; excessive talking during presentation</td>
<td></td>
</tr>
</tbody>
</table>
Semester Progress Chart for Oral Evaluations

<table>
<thead>
<tr>
<th>Date of Assessment</th>
<th>Assessment Topic</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Comprehensibility</th>
<th>Vocabulary Use</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher feedback Assessment Topic/Date

<table>
<thead>
<tr>
<th>Presentation Strengths</th>
<th>Areas of Improvement</th>
<th>Focus for next presentation</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rubric for Oral Assessment

|               | 3 - Excellent
|               | Strong command of material | 2 - Adequate
|               | Some command of material | 1 – Limited
<p>|               | Does not meet requirements |
|---------------|---------------------------|---------------------------|
| <strong>Pronunciation</strong> | Accurate throughout; easily understood | Some or few errors; still understood | Poor pronunciation, very anglicized, almost incomprehensible. |
| <strong>Fluency</strong> | Smooth delivery with minimal hesitation. | Fairly smooth with some pauses | Frequent pauses/ hesitation with long gaps; needs teacher prompting |
| <strong>Accuracy</strong> <strong>grammatical functions to be targeted:</strong> | Grammar and vocabulary mostly correct | Grammar and vocabulary partly correct; communicative message not distorted | Mostly incorrect; message is distorted |
| <strong>Comprehensibility</strong> | Easily understood; clearly conveys main idea in target language | Comprehensible; at times the main idea is unclear | Incomprehensible; main idea is not clear |
| <strong>Vocabulary</strong> <strong>list vocabulary to be used</strong> | Extensive use of targeted vocabulary | Some use of targeted vocabulary | Very minimal use of targeted vocabulary |
| <strong>Performance</strong> | Lively, enthusiastic, good eye contact | Some enthusiasm, and eye contact | Very little enthusiasm, little or no eye contact |</p>
<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pronunciation</em></td>
<td>Accurate throughout</td>
<td>Understandable, with few errors</td>
<td>Some errors, especially in taught material; somewhat understandable</td>
<td>Poor pronunciation, very anglicized; many errors, barely understandable</td>
</tr>
<tr>
<td><em>Fluency</em></td>
<td>Smooth delivery, minimal hesitation</td>
<td>Fairly smooth, few pauses</td>
<td>Unnatural pauses, choppy delivery</td>
<td>Halting, hesitant, long gaps; needs teacher prompts</td>
</tr>
<tr>
<td><em>Comprehensibility</em></td>
<td>Easily understood, clearly conveys main ideas in target language</td>
<td>Basically understood; most ideas clear</td>
<td>Difficult to understand; ideas unclear at times</td>
<td>Incomprehensible; ideas are not clear</td>
</tr>
<tr>
<td><em>Vocabulary</em></td>
<td>Extensive use of vocabulary in target language</td>
<td>Some use of targeted vocabulary</td>
<td>Minimal use of targeted vocabulary</td>
<td>Fails to use targeted vocabulary</td>
</tr>
<tr>
<td><em>Performance</em></td>
<td>Lively, enthusiastic, good eye contact</td>
<td>General enthusiasm, some eye contact</td>
<td>Little enthusiasm, little eye contact</td>
<td>No enthusiasm, monotonous, no eye contact</td>
</tr>
<tr>
<td><em>Accuracy</em></td>
<td>Grammar and vocabulary mostly correct throughout presentation</td>
<td>Grammar and vocabulary generally correct throughout presentation</td>
<td>Grammar and vocabulary somewhat correct; message unclear</td>
<td>Grammar and vocabulary mostly incorrect; message distorted</td>
</tr>
</tbody>
</table>
## Rubric for Visual Aid
*(Poster)*

<table>
<thead>
<tr>
<th></th>
<th>3 - Excellent</th>
<th>2 - Satisfactory</th>
<th>1 – Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall appearance</strong></td>
<td>Eye-appealing, neat, colorful, and creative</td>
<td>Neat with some creativity</td>
<td>Sloppy appearance; little or no creativity</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>Includes all required information through symbols and other non-verbal visual cues</td>
<td>Includes most required information and is somewhat organized</td>
<td>Missing required information with little or no organization</td>
</tr>
<tr>
<td><strong>Interpretive drawing</strong></td>
<td>Includes all characteristics and activities stated in the letter</td>
<td>Includes characteristics and activities as stated by pen-pal</td>
<td>Does not meet expectation; student does not show visual comprehension of written language</td>
</tr>
<tr>
<td></td>
<td>3 – Exceeds expectations</td>
<td>2 – Meets expectations</td>
<td>1 – Does not meet expectations</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Overall appearance</strong></td>
<td>Eye-appealing, well-</td>
<td>Adequately designed</td>
<td>Poorly designed and</td>
</tr>
<tr>
<td></td>
<td>organized, carefully</td>
<td>and assembled, some</td>
<td>assembled</td>
</tr>
<tr>
<td></td>
<td>designed, creative</td>
<td>creativity</td>
<td></td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>Presents all required</td>
<td>Presents most required</td>
<td>Missing required</td>
</tr>
<tr>
<td></td>
<td>information with use of</td>
<td>information</td>
<td>information</td>
</tr>
<tr>
<td></td>
<td>key words and pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy/ captions</strong></td>
<td>Spelling and grammar</td>
<td>A few spelling and</td>
<td>Many spelling and</td>
</tr>
<tr>
<td></td>
<td>are all correct</td>
<td>grammar mistakes</td>
<td>grammar mistakes</td>
</tr>
<tr>
<td><strong>Time “on task”</strong></td>
<td>All of the time</td>
<td>More than half of the</td>
<td>Little involvement,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>time</td>
<td>rarely on task</td>
</tr>
<tr>
<td><strong>Workload distribution</strong></td>
<td>Workload shared</td>
<td>Workload unequal;</td>
<td>Workload unequal;</td>
</tr>
<tr>
<td>among group</td>
<td>equally</td>
<td>work done mostly by</td>
<td>one student has done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>two or three students</td>
<td>all of the work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Writing

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>Mostly correct with main idea conveyed clearly (<em>fewer than 5 errors</em>)</td>
<td>Partly correct with main idea still clear (<em>5 – 10 errors</em>)</td>
<td>Mostly incorrect with main idea distorted (<em>more than 10 errors</em>)</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Extensive use of targeted language</td>
<td>Some use of targeted language</td>
<td>Very minimal/ no use of targeted vocabulary</td>
</tr>
<tr>
<td><strong>Spelling and punctuation</strong></td>
<td>All spelling and punctuation is correct (<em>no errors</em>)</td>
<td>Most spelling and punctuation is correct (<em>fewer than 10 errors</em>)</td>
<td>Many spelling and punctuation errors (<em>more than 10 errors</em>)</td>
</tr>
<tr>
<td><strong>Organization of content</strong></td>
<td>Content and format follow logical sequence of events</td>
<td>Most times content and format follow logical sequence; progression of events still somewhat clear</td>
<td>Content and format do not follow logical sequence of events</td>
</tr>
<tr>
<td>**Required information (<strong>See task sheet)</strong></td>
<td>Exceeds required information; evidence of risk-taking</td>
<td>Includes all required information</td>
<td>Does not meet requirements</td>
</tr>
</tbody>
</table>
ADDITIONAL RUBRICS

The following rubrics are available for your use. These rubrics were designed to provide a benchmark at the novice-mid level for the three modes of communication (interpretative, interpersonal, and presentational) and were developed as a result of the work of the Consortium for Assessing Performance Standards (CAPS).
# NOVICE-MID 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>Can I understand what I heard or read?</strong> (Comprehension)</td>
<td>My answers are relevant and accurate and show that I understand what I heard or read.</td>
<td>Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard or read.</td>
<td>My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I heard or read.</td>
</tr>
<tr>
<td><strong>What strategies do I use to help me understand what I heard or read?</strong> (Communication Strategies)</td>
<td>I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I heard or read.</td>
<td>I accurately identify most vocabulary words that I have already been taught.</td>
<td>I cannot accurately identify many vocabulary words that I have already been taught.</td>
</tr>
<tr>
<td><strong>Can I identify the main idea?</strong></td>
<td>I can identify the main idea</td>
<td></td>
<td>I cannot identify the main idea</td>
</tr>
<tr>
<td><strong>If there is a message beyond the literal one, can I understand it?</strong> (Interpretation)</td>
<td>I can sometimes successfully interpret between the lines when necessary.</td>
<td>I attempt to interpret between the lines when necessary.</td>
<td>I cannot interpret between the lines.</td>
</tr>
</tbody>
</table>
# NOVICE-MID INTERPERSONAL 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>Does the teacher understand me?</strong> (Comprehensibility)</td>
<td>- The teacher understands me without difficulty.</td>
<td>- The teacher understands me with occasional difficulty.</td>
<td>- The teacher understands me only with much difficulty.</td>
</tr>
<tr>
<td><strong>Do I understand the teacher?</strong> (Comprehension)</td>
<td>- I understand the teacher without difficulty.</td>
<td>- I understand the teacher but sometimes I need repetition or restatement.</td>
<td>- Most of the time I don’t understand the teacher.</td>
</tr>
<tr>
<td><strong>How well do I use the Spanish language?</strong> (Vocabulary Use &amp; Language Control)</td>
<td>- I am mostly correct when producing simple sentences.</td>
<td>- I am mostly correct with memorized language. I am less correct when I try to create language.</td>
<td>- I can only communicate at the word level.</td>
</tr>
<tr>
<td></td>
<td>- I attempt to create.</td>
<td>- I recognize and use most of the vocabulary correctly.</td>
<td>- I use a limited number of words/phrases/</td>
</tr>
<tr>
<td></td>
<td>- I recognize and use vocabulary with ease.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do I keep the conversation going?</strong> (Communication Strategies)</td>
<td>- I begin to recombine some memorized language to ask for repetition and/or clarification.</td>
<td>- I use memorized chunks of language to:</td>
<td>- I cannot keep the conversation going.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ask for repetition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- State I don’t understand</td>
<td></td>
</tr>
</tbody>
</table>
**NOVICE-MID PRESENTATION RUBRIC SPEAKING**

<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>Can the audience understand me?</strong> (Comprehensibility)</td>
<td>• The audience understands me without difficulty even though I may have some hesitation when I speak</td>
<td>• The audience generally understands me. I may have some hesitations or unnatural pauses when I speak.</td>
<td>• I am not clearly understood. I have frequent hesitations and many unnatural pauses.</td>
</tr>
<tr>
<td><strong>How well do I use the language?</strong> (Language Control and Vocabulary Use)</td>
<td>• I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct.</td>
<td>• I am mostly correct with memorized language.</td>
<td>• I am correct only at the word level.</td>
</tr>
<tr>
<td></td>
<td>• My presentation is rich in appropriate vocabulary.</td>
<td>• I accurately use vocabulary that I have been taught.</td>
<td>• My vocabulary is limited and/or repetitive.</td>
</tr>
<tr>
<td><strong>How well do I capture and maintain my audience’s attention?</strong> (Impact)</td>
<td>• I use gestures, visuals and tone to voice to maintain my audience’s attention.</td>
<td>• I use some gestures and visuals to maintain my audience’s attention.</td>
<td>• I make no effort to maintain my audience’s attention.</td>
</tr>
<tr>
<td><strong>How well do I organize the presentation?</strong> (Communication Strategies)</td>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• I present information randomly.</td>
</tr>
<tr>
<td></td>
<td>• My main ideas are supported with examples.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **How well would I pass for a native speaker?** (Cultural Awareness) | • I demonstrate some awareness of cultural appropriateness.  
- Appropriate use of formal vs. informal language.  
- Use of language - specific “fillers.” | | |
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do we understand you?</td>
<td>The reader understands me without difficulty.</td>
<td>The reader understands me with occasional difficulty.</td>
<td>The reader does not clearly understand me.</td>
</tr>
<tr>
<td>(Comprehensibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do I use the language?</td>
<td>I am mostly correct when producing simple sentences and make errors when creating with the language.</td>
<td>I am mostly correct with memorized language.</td>
<td>I am correct only at the word level.</td>
</tr>
<tr>
<td>(Language Control and Vocabulary Use)</td>
<td>My writing is rich in appropriate vocabulary.</td>
<td>My vocabulary reveals basic information.</td>
<td>My vocabulary is limited and/or repetitive.</td>
</tr>
<tr>
<td>How well do I capture and maintain my audience’s attention?</td>
<td>My writing is engaging and shows effort to appeal to the audience’s interest.</td>
<td>I make some effort to maintain reader’s attention.</td>
<td>I make no effort to maintain reader’s attention.</td>
</tr>
<tr>
<td>(Impact)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do I organize the presentation?</td>
<td>My main ideas are supported with examples.</td>
<td>My writing has a beginning, middle, and end.</td>
<td>I present information randomly.</td>
</tr>
<tr>
<td>(Communication Strategies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well would I pass for a native speaker?</td>
<td>I demonstrate some awareness of cultural appropriateness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADES SIX, SEVEN AND EIGHT SUGGESTED SUPPLEMENTATION

Although the curriculum is designed around thematic units, it is strongly suggested that the teacher integrate the following throughout the school year:

**Linguistic goals and functions** (It is suggested that the linguistic functions be introduced in Grade Six and reinforced in Grades Seven and Eight.)

- French-English cognates (page 32)
- French alphabet (pages 16-17)
- French accent marks (page 17)
- Sound/letter correspondents (page 16-17)
- Greetings and "formules de politesse" (tu/vous) (p. 24)
- Colors (page 172)
- Numbers (Leçons 1-6)
- Telling time (page 26) - Stress digital time
- Giving the date (days of the week and month - pages 49-50)
- Parts of the body (page 75)
- Weather (Leçon 12)
- Classroom vocabulary (p. 82)
- Definite and indefinite articles (singular and plural) - (niveau A)

**Culture**

- French names (pages 8-9)
- French-speaking world (pages 4-5; pages R2-R3)
- Basic geography of France (pages 6-7; page R4)
- French gestures for counting (number one is with the thumb)
- **la bise** (page 12)
- Astérix (page 16, 55)
- French education system (pages 76-83)
- Paris
- French songs page 74 and teacher supplementation (A good source is the "Sing, Dance, Laugh and Eat Quiche" tape and CD series)
- European monetary system (euro)

**Grade Eight Suggested Supplementation**

**Linguistic goals and functions**

- Introduction to the passé composé (in everyday class only)

**Culture**

- Paris - first semester
- Québec - second semester
- French sizes for clothes and shoes
APPENDICES
BASIC TEXT


The curriculum is developed thematically with a culminating performance assessment in the second and the fourth marking periods. The guide includes a description of the assessments, student task descriptions, rubrics and suggested teacher resources for each unit.
FRENCH PROGRAM TEXT UTILIZATION

Four Year Program
French I
Allez, Viens I
Holt, Rinehart & Winston, Inc., 1996
Panorama I
D. C. Heath & Co., 1983
French II
Allez, Viens II
Holt, Rinehart & Winston, Inc., 1996
Panorama II
D. C. Heath & Co., 1983
French III
Allez, Viens II
Holt, Rinehart and Winston, Inc., 1996
Allez, Viens III
Holt, Rinehart and Winston, Inc., 1996
French IV, 1
Allez, Viens III
Holt, Rinehart & Winston, Inc., 1996
Le Petit Nicolas
Gallimard/DeNoël, 1980

Seven Year Program
French 6
Discovering French Bleu 1st half,
Première Partie
McDougall, Littell, 2001
French 7
Discovering French Bleu 1st half,
Première Partie
McDougall, Littell, 2001
French 8
Discovering French Bleu,
Deuxième Partie
McDougall, Littell, 2001
French 9
Allez, Viens II
Holt, Rinehart and Winston, Inc., 1996
Panorama II
D. C. Heath & Co., 1982
French 10
Discovering French Rouge
McDougall Littell, 1998

French IV Honors
Ensuite
McGraw-Hill, Inc., 1993

French V A.P.
Télétexte
Heinle & Heinle, 1992
Tête A Tête
Heinle & Heinle, 1992
Longman Publishing
Dans le vent
Holt Reinhart Winston 1999
Une fois pour toute 1992
Longman
PROGRAM COMPONENTS FOR FRENCH 6, 7 and 8


The basic program includes the following components:

Workbook (Student Activity Book)
Video/Audio CD Program
Europak
Communipak Copymasters
Focus: Junior High/Middle School
Internet Connections
Teaching to Multiple Intelligences
Teacher to Teacher Copymasters
Interdisciplinary/Community Connections
Overhead Visual Copymasters
Video Activity Book
Test Bank Program
Writing Templates
Testing and Assessment Kit
LESSON PLANNING

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 teacher’s editions.
   
   b. Read and study the content of the entire unit. 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. Along with a steady introduction of new work, provide for re-entry and continued practice of previously introduced 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 the 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**: 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. Judicious use of English is advised.

   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.
ASSESSMENT

Teachers are encouraged to administer brief quizzes throughout the study of each chapter. 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 three modes (interpretive, interpersonal and presentational) should be evaluated each marking period.

Our program objectives include the development of all three modes. 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.

Quarterly/semester grades should be calculated using the following components:

- Quarterly/semester assessment: 25%
- Mini assessments: 40%
- Oral participation: 25%
- Notebook: 10%
TECHNOLOGY

TEACHER PREPARATION AND PROCEDURES

The teacher should consult the educational media specialist for student orientation in the use of the Internet before beginning the activities.

The teacher should research and visit the websites to insure that they are still in service before assigning the projects/worksheets to the students.
1. For the Preliminary Unit students may research any European Euro country.

2. Students may do research on the Euro by accessing the websites shown on page Txiv.

3. Students may research a francophone country.

4. Students may research a region or city in France.

5. Research a Paris monument.

6. Provide students with a list of tourist sites they will need to visit in a day. Students will plan their itinerary based on information they are able to access over the internet.

7. Students may research the Tour de France and bicycling in France.

8. Students may research the names of some common breeds of dogs in France.

Consult the text for additional internet activities.
SUGGESTED TECHNOLOGY ACTIVITIES

These activities are to be adapted and woven into the curriculum prior to mid-year and end of the year assessments, as access to computers permits.

Grade Six:

Mid-year: Weather unit from Montgomery County, MD. On-line curriculum guide.

End of year: Café comparison.

Grade Seven:

Mid-year: Holt-school websites: schedules, classes, le bac.

End of year: CD-ROM activities for Discovering French

Grade Eight:

First marking period: Research points of interests in Paris on the Internet.

Mid-year: Clothes and shopping activities from Montgomery County, MD. On-line.

End of year: Food and restaurant internet activity.
Language & Level: FR1A
Activity Name: Weather Web Activity
Type of Activity: Culture/Technology
Materials: Worksheet

Grade 6
Theme: Having Fun
Topic: Pastimes and Weather
Time: Homework

Performance Indicators

1.1 interpersonal:
1.2 interpretive: Demonstrate an understanding of spoken and written weather reports
1.3 presentational: Present basic information about weather

2.1 practices
2.2 products
3.1 interdisciplinary: Use Celsius temperature scale to talk about weather
   Demonstrate understanding of different seasons in northern/southern hemispheres
3.2 interdisciplinary
4.1 compare language
4.2 compare culture
5.1 use of language: Locate and interpret an authentic weather map or report of a Francophone country
5.2 life long learner

Directions for the activity:

1. In classroom use the computer and television to demonstrate how to use the web site for finding the information needed in the activity.
2. Assign the worksheet for homework.
3. The following day, assign various students to present their findings using a world map.

Teacher Tips: Adaptations (GT, Special Needs, Native Speakers), Thinking skills, Best Practice Strategies, etc.

- GT/Honors: Search for other weather web sites and note them for the class
Objectifs: Using a Francophone web site, you will search the daily weather report from French-speaking areas of the world.

1. Go to the web site: http://fr.weather.yahoo.com
   Bookmark the site.
   Follow the directions to the following sites:

<table>
<thead>
<tr>
<th>Pays</th>
<th>Ville</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>Paris (75)</td>
</tr>
<tr>
<td></td>
<td>Météo:</td>
</tr>
<tr>
<td></td>
<td>Température:</td>
</tr>
<tr>
<td></td>
<td>Maximale:</td>
</tr>
<tr>
<td></td>
<td>Minimale:</td>
</tr>
<tr>
<td>Suisse</td>
<td>Genève</td>
</tr>
<tr>
<td></td>
<td>Météo:</td>
</tr>
<tr>
<td></td>
<td>Température:</td>
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<td></td>
<td>Maximale:</td>
</tr>
<tr>
<td></td>
<td>Minimale:</td>
</tr>
<tr>
<td>Caraïbe</td>
<td>Martinique</td>
</tr>
<tr>
<td></td>
<td>Météo:</td>
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<td></td>
<td>Température:</td>
</tr>
<tr>
<td></td>
<td>Maximale:</td>
</tr>
<tr>
<td></td>
<td>Minimale:</td>
</tr>
</tbody>
</table>

   Tournez la pages, s'il vous plaît. (tsvp)
4. Océanie  Polynésie française  Papeete
   Météo: 
   Température: Maximale: 
   Minimale: 

5. Afrique  Cameroun  Youndé
   Météo: 
   Température: Maximale: 
   Minimale: 

6. Canada  Québec  Montréal
   Météo: 
   Température: Maximale: 
   Minimale: 
Grade 6

Language & Level: F1A
Activity Name: La Météo
Activity Type: Formative assessment
Materials: La Météo worksheet
Theme: Having Fun
Topic: Pastimes and Weather
Time: 2 class periods plus homework

Directions for the activity:
1. Research the web to find the weather in Francophone cities
2. Prepare a weather report to be presented to the class (could be a video)
3. Use the temperature in Celsius.

Teacher tips: Adaptations (GT, Special Needs, Native Speakers), Thinking skills, Best Practice Strategies, etc.

- G/T/Honors: Will give the forecast for two or more cities.
- Special Needs: Will give the forecast for one city.
LA MÉTÉO

The Weather Report:

Pretend that you are the météorolotiste (the meteorologist) on a TV station and that you have been asked to do the weather report on this evening’s news. Be sure to include the following in your report.

1. Greeting:  
   Bonsoir….mesdames et messieurs.

2. Your name:  
   Je m'appelle ________________ de la chaîne France Deux, NBC, ABC, etc.

3. Use at least 3 weather expressions and the temperature in Celsius for 2 places that you have chosen to describe. One city must be a Francophone city, the other is your choice.

   Modèles:

   Aujourd'hui à Washington, il fait du soleil, il fait frais et il fait du vent. Il fait 15 degrés.

   Aujourd'hui à Nice, il pleut, il fait chaud et il fait de l'orage. Il fait 25 degrés.

   Aujourd'hui à Grenoble, il neige, il fait très froid, il géle. Il fait moins 3 degrés.

4. Make a weather map or some other visual aid to show the weather in the cities that you have chosen. You are on television, but sure that it is attractive.

5. Say good-bye to your audience.

   Au revoir. Je vous remercie de votre attention.

6. If you prefer, you may video tape your presentation at home, and we will view it in class.
Go to www.cafecassette.com

1. Quelle est l'adresse du café?
2. Quel est le numéro de téléphone du café?
3. Combien coûte un chocolat?
4. Combien coûte un thé?
5. Combien coûte un croque monsieur?
6. Combien coûte un croissant?
7. Combien coûte une crêpe au chocolat?
8. Combien coûte un jus de pomme?
9. Combien coûte un coca?

Go to www.brasserieleuropean.fr

1. Quelle est l'adresse du café?
2. Quel est le numéro de téléphone du café?
3. Combien coûte un chocolat?
4. Combien coûte un thé?
5. Combien coûte un croque monsieur?
6. Combien coûte un croissant?
7. Combien coûte une crêpe au chocolat?
8. Combien coûte un jus de pomme?
9. Combien coûte un coca?
GO.HRW.COM

You type "WA3 Poitiers-2"

Click on Activities Internet.

Click on Activities Internet pour le chapitre 2. This is an Adobe Acrobat file which you can print out. It is the worksheet I told you about. It may need modifications by the teacher before photocopying for the students.

The links for the various colleges and lycees are on the same page.

Finally, an on-line "interactive" activity that can be completed can be found back on that main page for Chapitre 2 Vive l'ecole -- Troisième etape, no. 7, CULTURE. Various Q&A for students to complete and find out on the spot if they are right or wrong.
In this activity we will be visiting the catalogue pages of a department store in Paris.

Pre-Reading

Predicting

1. List below the articles of clothing (women's and/or men's) along with any other information you would expect to find on a catalogue page for a department store.

2. Look at the size chart provided by the teacher. What size do you wear in France?

Reading

Scanning

1. Go to the following department store Web Site. www.printemps.fr

2. Go to "Boutiques", then "Cliquez ici"

3. Choose either Women's Fashions (Mode Femme) or Men's Fashions (Mode Homme).

4. Check the following that you find on this page: ______ Shoes ______ Shirts ______ Prices ______ Sunglasses ______ Fabrics ______ Sizes

5. List here words that are similar to words in English.

6. List here words that are not like English but that you understood by context.

7. List words that you don't understand.
Careful Reading

1. Select a pair of pants and find the information below:

   Name of article:

   How much it costs:

   What color it is:

   What the pants are made of:

   What sizes are available (click on "Choisir"):

2. Now click on an item of clothing that you like ("retour boutique" to go back to choice) and give the information you can find. You may not find all the information asked for.

   ______ Price _______ Color _______ Fabric _______ Style _______ Size

3. Did you find all the information that you expected in #1 above? Put a check mark beside each item in #1 above that you found. Put an X in front of each item you did not find.

4. Now, chose what you would buy for a complete outfit. Write it here:

5. Find a partner tell him/her what you would buy.

Post-Reading

Applications:

1. You and a friend have decided to go to "Le Printemps" department store in Paris. List 5 things you would buy in the order you would buy them.

2. Discuss with a partner what kinds of clothes you usually wear to class, then talk about what you think your teachers should wear to class.

3. Your hotel is in the 9th "arrondissement" in Paris. What is the address of the Printemps store nearest you?
Extensions:

1. Your teacher may ask you to prepare in French one or more of the following:

- Make your own catalog page for 6 articles of clothing.
- Write a diary entry about your trip to a French department store and what you thought about the store and the items sold.
- Write a radio ad to advertise a sale at the store.
- Calculate the cost of dressing yourself from head to toe, making a list of the articles you would purchase with their prices, then total.
- Your Aunt Claire is taking you on a cruise. Before the trip, she gives you 1000ff to spend in the department store. Describe what you will buy in as much detail as possible.
- Compose a jingle for the Big Sale going on at Le Printemps department store.
Teacher Lesson Plan

Nancy J. Williams

Title: Article of Clothing

Level: French 1

Objectives:

1. Visit a French department store
2. Recognize names of certain clothing items, prices, descriptions, sizes
3. Learn how clothes and shoes are sized in France

Materials:

1. Computer with access to the World Wide Web, a print-out of boutique on Web site, or catalog pages for clothing.
2. Chart comparing U.S. and French clothing and shoe sizes.
3. Student worksheet.

Procedure:

1. Ask students to list what they might find on a catalog page for a department store. Include men's and/or women's articles of clothing along with any other information they might find. Compare answers with each other. Next, give them a chart showing sizes for U.S. and France and have them find their sizes for clothing and sizes.
2. Have students find a department store site and find the expected information in the ad: http://www.printemps.fr
3. To help students find expected information, have them look for cognates.
4. Then have students look for meaning in context.
5. Ask students to list words they don't understand and think they need to know. Let students work with a partner to figure out the meaning of words they need. Then discuss with class.
6. Have students select a pair of pants and supply certain information about it.
7. Have students chose what they would buy to compose a complete outfit.
8. Ask students to share with a partner their chosen outfits.
Applications and extensions:

1. Students are asked to list which 5 items they would buy, putting them in order of importance.
2. Have students discuss with a partner what they usually wear to class and give opinions about what their teachers should wear.
3. Ask students to make a catalog page for 6 items of clothing.
4. Have students write a diary entry about a trip to a French department store and what they though about the store and the items sold.
5. Ask students to compose a jingle for the store advertisements.
6. Have students calculate the cost of dressing yourself from head to toe, making a list of the article you would purchase with their prices, then total.
7. Ask students to write a radio ad to advertise a sale at the store.
8. Provide this theme for a paragraph: "Your Aunt Claire is taking you on a cruise. Before the trip, she gives you 1000ff to spend in the department store. Describe what you will buy in as much detail as possible."
1. In this activity, you will visit the web site for the popular mail order catalogue company the millions of French people use to buy clothes, items for the home and other products. You get to shop through the on-line catalogue for a complete outfit for a particular occasion.

2. What information do you expect a catalogue to include for articles of clothing?

3. Go to this web site:  [http://www.redoute.fr](http://www.redoute.fr)
   a. click on "La Redoute"
   b. click on "Commandez en ligne dans le catalogue".
   c. click on "Recherche" in the left margin of the page.

4. Choose a complete outfit for one of the following occasions:
   a. going to a wedding or
   b. going on a picnic with friends.

**Follow these steps to make your selection:**

5. Choose from any of the following categories: "prêt-à-porter" (ready to wear), "collection homme", or "collection femme".

6. Now, browse through what's available and choose your outfit. But three items, e.g., pant, shirt, shoes, or dress, shoes, hat, or whatever three items will make a complete outfit.
7. For each item, write down:
   a. color
   b. your size - to convert to your American size, you can use the conversion charts at the following addresses:
      
      http://www.souvenirs.ch/m_enues/SUPPORT/M_3_Sizes.htm
      http://www.onlineconversion.com/clothing.htm
      http://iserver.iie.org/midwest/guide/append4.htm
   c. material
d. price

8. Write down words that are similar to words in English.

9. Write down words that are not similar to English but that you understand by context.

10. Write down any words that you don't know and look them up in the dictionary.

11. Total the amount for your three items in francs and then write down the equivalent amount in dollars. To convert francs into dollars, use the following address: http://www.travel-for-less.com/oa.html

12. After you have completed the activities above, he prepared to tell a partner about the outfit you chose. Include the following information in your oral description:
   a. where you will wear your outfit and why it is an appropriate outfit for this occasion
   b. describe the three articles of clothing - what they are, color, size and material
c. the price in francs
LET'S GO SHOPPING: 3 SUISSES

Name ________________________________________________________

Pre-Reading

What items would you expect to find in an on-line Department Store? (List at least 5 items.)

Scanning

1. Go to the following site: http://www.3suisses.fr/

2. Check off the information that you find on this page:
   ______ name of store ______ address ______ departments
   ______ prices ______ hours

3. What is the cheapest item available?

4. What is the most expensive item?

5. How many departments are listed?

6. List 5 French words that you learned from the context.

Reading for Comprehension

1. Click on "HABILLEMENT". Click on "Filles". What categories are available?

2. How many items are available in each category?

3. Now Click on "Garçons". What categories are available?

4. How many items are available in each category?

5. You are going birthday shopping for your nieces and nephews. What would you choose for your 8 year old niece?

6. What would you choose for your 10 year old nephew?
**Reading Application**

1. Make a wish list for your birthday.

2. Go shopping. Choose gifts for 5 friends or family members. Compare with a partner, and explain your choices.

3. You work for "3 Suisses" as a personal shopper. Prepare a list of gift suggestions to help 2 of your clients.

   Client #1 is a very generous person with lots of money.

   Client #2 is a person with very little money.

<table>
<thead>
<tr>
<th></th>
<th>CLIENT #1</th>
<th>CLIENT #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>granddaughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>favorite son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>favorite daughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>husband/wife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>best friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. www.st-hubert.com
2. www.nickelsrestaurants.com
3. www.restolacigale.com
4. www.cochondingue.com
5. www.lapinsaute.com
6. www.jaunetomate.com
7. www.auvieuxduluth.com
8. www.queuecheval.com
9. www.batoulerestaurants.com
10. www.fritealors.com
11. www.total.net/~emve/
12. www.restolesdeuxcharentes.com
14. www.chezqueux.com
15. www.helendeuchamplain.com
1. Comment s'appelle ce restaurant?

2. Où est ce restaurant?

3. Quelle est la spécialité (ou spécialités) du restaurant?

4. Choisissez ce que vous voudriez manger au restaurant et écrivez votre choix ici.

5. Combien est-ce que votre choix coûte?

6. Choisissez un repas équilibré et écrivez le repas ici.

7. Écrivez quelque chose d'unique ou d'intéressant de ce restaurant.

8. Écrivez votre opinion de restaurant.
1. What are the names of the 3 restaurants?

2. Choose one restaurant. Write the names of your choice and its location.

3. What is their specialty?

4. List 5 words in French on the menu from our vocabulary list and define them in English.

5. List 5 foods in French on the menu not on your vocabulary list and define them in English.

6. Choose what you would like to eat for each course. Write them as they appear on the menu and also translate the name or description of each dish.

7. Write something interesting or unique about this restaurant that you haven't already mentioned.
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.

MTQ:jlm 5/3/06
/jv
Seven-Year Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.

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

3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/Spanish 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. **Spanish 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 Spanish 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 Spanish 9H should be placed in a Spanish 4-1 class.

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

1. **French/Spanish/Latin 1 (Accelerated)**
   Students who are native Spanish speakers wishing to enroll in a Spanish 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/Spanish/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/Spanish/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/Spanish/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/Spanish 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/Spanish 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/Spanish 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, 10/06
WORLD LANGUAGES PROGRAM SEQUENCE

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)

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 Spanish Program**
- Spanish 6 A/B (503, 506)
- Spanish 7 A/B (504, 507)
- Spanish 8 A/B (From Spanish 504)
- Spanish 8 A/B (508)
- Spanish 8 (518 - 5x/week program)
- Spanish 9 (Honors)
- Spanish 10 (Honors)
- Spanish 4 (Honors)
- Spanish 5/AP (Honors)

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

Four-Year Latin Program

Latin 1  (Accelerated)

Latin 2  (Accelerated)

Latin 3  (Accelerated)

Latin 4  (Honors)
1. For the Preliminary Unit, ask students to guess the 15 countries of the European Union and/or the eleven official languages.

2. Students respond to a situation similar to the one described below (application of *tu - vous*).

Phillippe needs held reading a letter he received from an American pen pal. He asks the following people if they speak English. Play the role of Phillippe using *vous* or *tu* as appropriate.

**Modèle:** Madame Gounod (music teacher). *Est-ce que vous parlez anglais?*

**Examples:**
- Nicole (a friend)
- Marc (a cousin)
- Monsieur Duval (French teacher)
- Pierre (classmate)
- Mademoiselle Laclerc (math teacher)
- Monsieur Cartier (friend of his father)
- Michèle (classmate)
- Madame Martin (neighbor)

3. **Map project:** Distribute outline maps of France. Students identify major cities, mountains, rivers, etc. This may be a class activity with the teacher working with a transparency.

4. Students prepare a collage entitled *All About Me*. Students present themselves to their classmates.

5. Students predict what the ending might be to a video sequence.

6. Students pantomime various vocabulary words and expressions. Classmates guess the word or expression.

7. You and a friend are walking on the Champs-Élysées in Paris and you decide to stop for lunch. You enter a café. Choose a third person to play the role of the server and call him/her to your table, ask for the menu, ask some questions about the food and order. The server will respond accordingly and figure out how much you owe.

8. Students draw or cut out pictures of people (ex. Greeting each other or saying goodbye) and add captions or speech bubbles in French.
9. Students write out the numbers in French so that the numbers add up to the same total, no matter which way you add them up. (e.g., All rows and diagonals add up to 15.)

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Note for teachers: Consult the text for additional projects and games. Portfolio activities/suggestions will also be found.
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 special projects. Some specific examples for French 6 students are listed below.

1. Pursue research on a person, place, event or topic of interest. Some suggestions include: Victor Hugo, Léopold Senghor, Céline Dion, Marie Curie, Gérard Depardieu, the president of France, French teenagers, a French-speaking country, a French province, Québec, the monuments of Paris, le café, le lycée, the French educational system, etc.

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

3. Design a word game or puzzle.

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

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

6. Learn to play or sing a song in French.

7. Collaborate with another student to prepare and dramatize a skit.

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

9. Prepare a map of Paris or Québec city and locate important sites and places of interest.

10. Complete activities from the CD-ROM program.

11. Search the internet for French websites to gain more knowledge about the French language and culture.

12. Read an authentic text and illustrate the story line.

13. The students will create and administer a survey of leisure time activities (suggested for everyday classes - third marking period)

   A. Students brainstorm about the questions they want to ask about leisure time activities. (Each student is responsible for contributing at least one question and should be prepared with a back-up question).
   B. Each student selects five questions from the list of questions to ask six to ten French students.
   C. Students indicate answers on a chart as to frequency.
   D. Students report their findings either to the class or to the teacher individually.
WRITING COMPONENTS

The following are suggested writing activities:

1. Students form complete sentences from slash sentences.

2. Students write a dialogue combining basic greetings.

3. Students write a message to another student or to their teacher on their homework.

4. Students write an appropriate response to complete a dialogue or a response to a letter.

5. Students write a dialogue which might take place in a café.
The following is a sample of Foreign Language WWW sites:
For a comprehensive navigational and illustrated and commented links (classified by subjects) http://www.francenet.fr

For example to find information about French literature, type: http://www.francenet.fr/franceweb/Cul/cullitterature.html

For the news from Canada, read Matinemet http://www.matin.qc.ca

Check the weather today at Méteo France (in French/English) http://www.meteo.fr

With Pariscope, find out all you can do this week in Paris (French/English) http://www.paris.org..80/Metro

Visit the Louvre http://web.culture.fr/louvre/francis/musee/collec.htm

See an exhibit at the Cité des Arts et de l’Industrie http://www.cite-sciences.fr

Take a guided your to Brittany to see menhirs and doimens http://suzerain.atlantic.fr/trinite/doc/megall-1/doc/megall.htm

Take a guided tour to Nimes to see Roman ruins http://eerie.fr/Nimes/Nimes.html

Take a gourmet tour of France to discover its cheeses http://mars.sct.fr/festival/cheeses/html

Browse the catalogue of La Redoute store http://www.redoute.fr

Listen to some African and Caribbean music http://www.ina.fr/Music

For a bit of cyber French humor, bite into the Virtual Baquette (French/English) http://www.mmanic.com

For a map of France http://www.web.urec.fr/france/france.htm

For an international listing of schools on the Internet http://web66.coled.um.edu/schools.html
For foreign language phrases related to travel, maps and directions
http://www.travelang.com/languages

For information on the Centre Pompidou

For general information about France and French

The Discovery Channel in Canada
http://www.discovery.ca
SUGGESTED TOPICS OF DISCUSSION

The following suggested topics are included for your guidance. They may be utilized in all skill areas at any level, where appropriate.

POSSIBLE AREAS OF DISCUSSION:

1. Personal identification and basic autobiographical information:
   - name, address, and telephone numbers
   - nationality
   - age
   - occupation
   - physical features
   - family and home
   - hobbies and interests

2. Situations of daily life:
   - shopping (making purchases)
   - greetings, leave-takings, and introductions
   - extend accept, and refuse invitations
   - limited use of telephone

3. Geography
   - identify and pronounce countries and major cities where target language is spoken
   - identify geographic points with respect to each other

4. Basic vocabulary of daily life (a partial list)
   - time
   - weather, seasons
   - numbers
   - days and months
   - colors
   - foods
   - family members
   - sports and leisure-time activities
   - modes of transportation
5. Lodging
   - house
   - apartment
   - rooms
   - furniture

6. Family life
   - roles and responsibilities
   - occupations of parents and other family members
   - family activities

7. School
   - types of schools
   - subjects
   - school life
   - activities

8. Meals/food/drinks
   - at home
   - in school
   - eating out

9. Transportation

10. Entertainment
    - popular music
    - movies
    - sports teams, etc.

11. Health
    - body
    - cause of illness
    - medical services
12. Services
   - transportation
   - mail
   - police
   - customs
   - banks
   - currency exchange

13. Travel
   - information office
   - travel agency
   - diet, water
   - road, railroad, air
   - youth hostel, hotel, pensions

14. Current events
   - local
   - national
   - international
   - social
   - economic
   - natural catastrophes

15. Structure of society (classes, parties, government)

16. National/international issues:
   - quality of life
   - environment
   - equal rights for minorities in education, employments, etc.
   - crime/terrorism

17. Relations between the U.S. and target language country (countries)
   - history of cultural, economic, governmental links
   - current status
   - individual perceptions

18. Opportunities for study/work in target language country/countries