FRENCH 2-1

Length of Course: Term
Elective/Required: Required
Schools: High Schools
Eligibility: Grades 9-12
Credit Value: 5 credits
Date Approved: 7/20/09
"Modifications will be made to accommodate IEP mandates for classified students."
STATEMENT OF PURPOSE

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

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

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

This curriculum guide was prepared by:

Coordinated by:  
Ernest Valdes – Edison High School  
Elaine Romano – Edison High School  
Karten Pomnitz – Edison High School  
Christine Mooney – JP Stevens High School  
Marleza Kovatcheva – JP Stevens High School  
Denise Maruca – JP Stevens High School  
Martin J. Smith - Supervisor, Edison High School  
Beatrice M. Yetman - Supervisor, John P. Stevens School
INTRODUCTION

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

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

The Edison Township School District Curriculum Template

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.
New Jersey Core Curriculum Content Standard
For
World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens and workers are part of a dynamic, interconnected and technologically driven global society centered on the creation and communication of knowledge and information across geographical, cultural, and linguistic borders. Individuals who effectively communicate knowledge and information in more than one language in an appropriate cultural context are globally literate and possess the attributes reflected in the mission and vision for world languages education that follows:

Mission: The study of another language and culture enables citizens and workers to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the usable levels of language proficiency required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences that enhance cross cultural communication; and
- Values language learning as a global literacy and for its long-term worth in fostering personal, work-related and/or financial success in a world without borders.

Intent and Spirit of the World Languages Standard

All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through their freshman year of high school. The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that enable the attainment of proficiency at the Novice-High level or above. N.J.A.C. 6A:8-5.1(b)4 specifies that districts actively encourage all students who have otherwise met the requirements for high school graduation to accrue five credits in world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs or twenty-first century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as a result of a three-year grant project (2005-08), the department has collected data from New Jersey schools to further support research findings. Data from the federally funded project that assessed the language proficiency of 60,000 eighth grade students present compelling evidence for the need to
develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and or maintenance of quality, well articulated language programs at the elementary and middle school levels, as required by New Jersey Administrative Code, is critical in building the capacity of high school students to achieve the required Novice-High level of language proficiency to meet the graduation requirement.

Unlike other core standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. This is reflected in the information outlined below.

- In Preschool, children are just beginning to learn about language and how it works. Exposure to multiple languages is advantageous for all children and can be supported by developmentally appropriate teaching practices that make use of songs, rhymes, and stories.
- In programs for beginning learners that offer appropriate time and frequency of instruction, students communicate at the Novice-Mid level using memorized language to talk about familiar topics related to school, home, and the community.
- After three-six years of study in programs offering the appropriate time and frequency of standards-based instruction, Novice-High through Intermediate-Mid level students communicate at the sentence level creating with language to ask and answer questions and to handle simple transactions related to everyday life and subject matter studied in other classes.
- After nine-twelve years of well articulated standards-based instruction, Intermediate-High through Advanced-Low level students communicate at the paragraph level and are able to handle complicated situations on a wide-range of topics.

The New Jersey standard and indicators reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006.), and were developed by consulting standards in the United States and internationally, as well as the latest research on second language acquisition and best practices. Standard 7 is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. The links below provide information about the implementation of the world languages standard with regard to particular languages or language groups:

**The Communicative Modes and the Study of American Sign Language (ASL)**

**The Communicative Modes and the Study of Classical Languages**

**The Communicative Modes and Heritage Language Speakers**

**Revised Standard:**
The world languages standard lays the foundation for creating local curricula and related assessments. Revisions to the 2009 standards are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by, but encompasses a broader spectrum of proficiency levels.
- Linguistic and cultural content statements have been added to provide a context for the cumulative progress indicators (CPIs) at each proficiency level. Linguistic content varies and is dependent on the mode. Cultural content recurs across the modes of communication since communication always occurs in a cultural context. 21st century themes, identified in the Partnership for 21st Century Skills Framework, are incorporated in many of the content statements. The extent to which a theme is addressed depends on age and developmental appropriateness as well as student proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Language Standard

The reorganization of the world languages standards into one standard reflects the framework below developed by the National Association of Educational Progress (NAEP) for foreign languages in 2004.


The NAEP graphic illustrates that the goal of language instruction is the development of students’ communicative skills with the language. Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials. In order to develop linguistic proficiency a meaningful context for language use must be established. The remaining 4Cs (Cultures, Connections, Comparisons & Communities) provide this meaningful context through: the teaching of culture; study and reinforcement of content from other disciplines; comparison of target and native languages and cultures; and opportunities to interact with native speakers of the
language. As such the 4Cs serve as the basis for instructional activities and are fully embedded within the communicative objectives.

The Role of Grammar in the World Languages Class:

While knowledge of the language (syntax; grammar rules) is not an explicit goal of the Standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool (others include knowledge of vocabulary, sociolinguistic knowledge, cultural appropriateness, and communication strategies) that supports the attainment of the stated linguistic goals.

Students who are provided with ample opportunities to create meaning and use critical thinking skills achieve linguistic proficiency. Research has established that all grammar learning must take place in a meaningful context with the focus on producing structures to support communication.

An Education in World Languages: National and State Advocacy

The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the benefits of language learning in supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures. Information regarding federal grants may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials. The state language organization, Foreign Language Educators of New Jersey (FLENJ), offers links to language-specific organizations, a variety of other language resources, professional development opportunities as well as student and professional awards and scholarships. The most comprehensive report (2005) compiled on the status of world languages education in New Jersey’s public schools may be found on the New Jersey Department of Education World Languages Homepage by clicking on A Report on the State of World Languages Implementation in New Jersey.
REFERENCES


**ASL:** Students and teachers of American Sign Language communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication, interpersonal, interpretive and presentational, by using combinations of handshapes, palm orientations, and movements of the hands, arm and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

**Classical:** The study of classical languages focuses primarily on the interpretive mode (the interpretation of texts in an historical/context). Occasionally, some attention may be given to the oral dimensions of the classical languages, by asking students to make presentations in the language they study as a way of strengthening language knowledge and use.

**Heritage:** Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.
WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying French.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
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<td>MP-1 My World</td>
<td>MP-2 Health &amp; Hygiene</td>
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<td>MP-3 My Ideal Vacation</td>
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<td>MP-4 Memories (What was &amp; what will be)</td>
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</tbody>
</table>
## My World

### Targeted Standards:

**Communication:**
- Students will initiate and sustain a simple conversation based on vocabulary about family, friends, school, likes and dislikes

**Culture:**
- Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life
- Students will identify features of French school life and how these are similar to and different from their experiences

**Comparisons:**
- Students will demonstrate understanding of culture through comparing differences between the American and French educational systems.

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

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

### Unit Assessment: Integrated Performance Assessment

**Interpretive:** You pick a French school schedule and you read it to understand the French school day.

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

**Presentational:** Write a letter to your French teacher back home and explain what your life as an exchange student is like.
### My World (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
<th>Assessment Check Points</th>
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</thead>
<tbody>
<tr>
<td>Recognize key words and phrases</td>
<td><strong>Concepts</strong>&lt;br&gt;What students will know.</td>
<td><strong>Skills</strong>&lt;br&gt;What students will be able to do.</td>
<td>Vocabulary and grammar quizzes and tests</td>
</tr>
<tr>
<td>Communicate and interact in limited social situations with accuracy when producing simple sentences.</td>
<td>Vocabulary pertaining to family members, friends, teachers, school subjects.</td>
<td>Use être and possessive de and avoir to discuss family members and friends.</td>
<td>Homework</td>
</tr>
<tr>
<td>Respond to questions and initiate and sustain simple conversations in the present with increasing accuracy. Accuracy decreases when language becomes more complex.</td>
<td>Adjectives describing physical and personality traits.</td>
<td>Use appropriate gender and number agreement of description adjectives.</td>
<td>Participation and dialogues</td>
</tr>
<tr>
<td>Explore and discuss similarities and differences between French and American cultures using simple sentences.</td>
<td>Cultural differences between the American and French educational systems.</td>
<td>Use present tense of selected regular and irregular verbs to discuss school and leisure activities.</td>
<td>Essays</td>
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<td>Expressions indicating likes and dislikes and reasons for them.</td>
<td>Identify differences and similarities in the French and American school systems.</td>
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<tr>
<td>Cumulative Progress Indicators</td>
<td>Concepts</td>
<td>Skills</td>
<td>Activities/Strategies</td>
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<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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<td>Role plays where students will discuss likes and dislikes regarding personal preferences (i.e. - school subjects, teachers, school and leisure activities), thus activating use of appropriate interrogative expressions as well as present tense and the futur proche.</td>
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<td>Create situations where students will need to discuss differences and similarities in the French and American school situations with an &quot;exchange student&quot; and/or with their classmates &quot;at home in the USA&quot;.</td>
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<td>Examine, interpret and discuss articles pertinent to this topic from Okapi magazine.</td>
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**My World (cont.)**

<table>
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<tr>
<th><strong>Resources:</strong></th>
<th><strong>Instructional Adjustments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes/dislikes. <em>Allez, viens!!</em> p.96 (expressions in bold to be used with after school activities) <em>Panorama culturel</em> p.205. After-school leisure activities (from blue book—need page number)</td>
<td></td>
</tr>
<tr>
<td>French School system. <em>Allez, viens!!</em> Chapter 5-1,5-3, pp.117, 126-129, 132, 133; <em>Panorama Culturel</em>, p.129</td>
<td></td>
</tr>
<tr>
<td>Selected articles, as appropriate, from current issues of <em>Okapi</em> magazine.</td>
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<tr>
<td>Suggested Web sites:</td>
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<tr>
<td><a href="http://mammouthland.free.fr/cours/modules/gestiontemps.htm">http://mammouthland.free.fr/cours/modules/gestiontemps.htm</a> - school information</td>
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<tr>
<td><a href="http://members.fortunecity.com/chezmanon/enfants/207/temps.htm">http://members.fortunecity.com/chezmanon/enfants/207/temps.htm</a> - school information</td>
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<tr>
<td><a href="http://www.photofarfouille.com/categorie-16750.html">http://www.photofarfouille.com/categorie-16750.html</a> - school information</td>
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<tr>
<td><a href="http://www.wfi.fr/volterre/academie.html">http://www.wfi.fr/volterre/academie.html</a> - list of school web sites in France</td>
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<tr>
<td><a href="http://globegate.utm.edu/french/globegate_mirror/famille.html">http://globegate.utm.edu/french/globegate_mirror/famille.html</a> - links to sites about la famille francophone</td>
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<tr>
<td><a href="http://globegate.utm.edu/french/globegate_mirror/sport.html">http://globegate.utm.edu/french/globegate_mirror/sport.html</a> - francophone links to sports and leisure activities</td>
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Health and Hygiene

**Targeted Standards:**

**Communication:**
- Students will initiate engage in conversation and ask and answer questions about their well-being.
- Students will present information to an audience about staying fit and healthy.

**Culture:**
- Students will examine the health practices of French cultures.

**Comparisons:**
- Students will demonstrate understanding of culture through comparing differences in health practices between American and French cultures.
- Students will demonstrate understanding of the nature of language through comparison of the language studied and their own.

**Connections:**
- Students will reinforce and further their knowledge of health and well-being through the foreign language.

**Unit Objectives/Conceptual Understandings:**
- Students will be able to talk about staying fit and healthy.
- Students will be able to tell someone what to do and what not to do.
- Students will be able to talk about their daily routine.
- Students will be able to talk about common causes of stress.
- Students will be able to talk about injuries and making excuses.
- Students will be able to understand that there are many ways to stay fit and healthy.
- Students will be able to understand that it is important to balance eating well, exercising, and resting.
- Students will be able to understand that in order to give a friend advice, verb endings need to change appropriately.

**Essential Questions:**
- What is healthy living?
- How does diet and fitness relate to health?
- How does stress affect your life? To what extent can I express this in French?

**Unit Assessment:** Integratd Performance Assessment

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

**Interpersonal:** You and your friend, who are exchange students at Universite Laval in Quebec, are talking about your community service project in French. Ask and answer questions about your daily routine, healthy eating, exercise, and what you do to stay in good shape.
Health and Hygiene (cont.)

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

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

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<tr>
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<td><strong>Concepts</strong></td>
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<tr>
<td></td>
<td>What students will know.</td>
</tr>
<tr>
<td>Recognize key words and phrases</td>
<td>How to use the present tense: informal commands reflexive verbs and stem-changing verbs</td>
</tr>
<tr>
<td>Identify main ideas and important ideas</td>
<td>Vocabulary for body parts, exercise, foods, sports, hygiene and daily routine</td>
</tr>
<tr>
<td>Attempt to create but produce with mostly memorized language</td>
<td>How to identify what is healthy and not healthy cultures</td>
</tr>
<tr>
<td>Respond to basic questions and can ask some memorized questions</td>
<td>The negative expression NE…….JAMAIS</td>
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<tr>
<td>Most accurate when producing simple sentences in the present and accuracy decreases when language becomes more complex</td>
<td>Partitive construction</td>
</tr>
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<td></td>
<td>Names of shops where foods can be purchased</td>
</tr>
<tr>
<td>Cumulative Progress Indicators</td>
<td>Concepts (What students will know.)</td>
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<tr>
<td>Vocabulary conveys basic information</td>
<td>Expressions concerning giving, accepting and rejecting advice such as: TU DEVRAIS.....TU FERAIS BIEN DE.......... IL FAUT +Infinitive</td>
</tr>
</tbody>
</table>
## Health and Hygiene (cont.)

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Instructional Adjustments:</th>
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</thead>
<tbody>
<tr>
<td>Vocab. Healthy foods and where to buy them / <em>Allez, viens!</em> II, Chap. 3-1, pp. 57-60</td>
<td>Modifications, student difficulties, possible misunderstandings</td>
</tr>
<tr>
<td>Comparing / contrasting meals. <em>Panorama Culturel, Allez, viens!</em> II, p. 61, and corresponding video</td>
<td>Student difficulties: Explanation of partitive construction <em>de</em>, i.e.: contractions of <em>de</em> = possession, <em>de</em> = some</td>
</tr>
<tr>
<td>Cultural differences in meal structure. <em>Allez, viens!</em> II, Chap. 3-2, pp. 62-63</td>
<td></td>
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<tr>
<td>Partitive construction <em>Allez, viens!</em> II, Chap. 3-2, p. 65</td>
<td></td>
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<tr>
<td>Present tense of reflexive verbs, <em>Allez viens!</em> chap. 4-3, p. 98-101</td>
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<tr>
<td>Advice for healthy lifestyle. <em>Allez, viens!</em> II, Chap. 7, Mise en train, pp. 162-164, and corresponding video</td>
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<tr>
<td>Vocab. pertaining to body parts, common injuries and ailments. <em>Allez, viens!</em> II, Chap. 7-1, pp. 165-168</td>
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<tr>
<td>Vocab. and expressions pertaining to physical fitness. <em>Allez, viens!</em> II, Chap. 7-2, pp. 170-174</td>
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<tr>
<td>Staying in shape. <em>Panorama Culturel, Allez, viens!</em> II, p. 175, and corresponding video</td>
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<tr>
<td>Making suggestions for healthy living. <em>Allez, viens!</em> II, pp. 176-179</td>
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<tr>
<td>Suggested websites:</td>
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</tr>
<tr>
<td><a href="http://users.swing.be/hdepra/cuisine/liege.html">http://users.swing.be/hdepra/cuisine/liege.html</a> - recipes various, different courses</td>
<td></td>
</tr>
<tr>
<td><a href="http://users.skynet.be/els25478/pages/recettesdivers.htm">http://users.skynet.be/els25478/pages/recettesdivers.htm</a> - many recipes for waffles</td>
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<tr>
<td><a href="http://www.tiensesuiker.com">www.tiensesuiker.com</a> - recipes from the sugar industry</td>
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<tr>
<td><a href="http://globegate.utm.edu/french/topics/medical.html">http://globegate.utm.edu/french/topics/medical.html</a> - links to sites about francophone health and medical information</td>
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<tr>
<td><a href="http://globegate.utm.edu/french/globegate_mirror/sport.html">http://globegate.utm.edu/french/globegate_mirror/sport.html</a> - francophone links to sports and leisure activities</td>
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</table>
My Ideal Vacation

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

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

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

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

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
<th>Activities/Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Content Objectives</strong></td>
<td>What will students know?</td>
<td>What will students be able to do?</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Actions</strong></td>
<td><strong>Weather expressions</strong></td>
<td><strong>Discuss weather conditions and temperatures.</strong></td>
<td><strong>Clipart or other pictures for vocabulary</strong></td>
<td><strong>Homework assignments that allow for quick understanding checkpoints.</strong></td>
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<td></td>
<td><strong>Clothing vocabulary</strong></td>
<td><strong>Discuss appropriate clothing to take when traveling to French-speaking regions in different types of weather.</strong></td>
<td><strong>TPR for vocabulary and/or expressions</strong></td>
<td><strong>Quizzes on vocabulary and expressions that assess retention of concept objectives.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Items needed for outdoor vacations, excursions, and long trips</strong></td>
<td><strong>Discuss items they would need to pack in addition to clothing in order to prepare for outdoor vacations, excursions, or other long trips.</strong></td>
<td><strong>Internet-based activities: finding weather for specific cities/areas and typical weather for specific times of the year in weather databases (available on yahoo weather or weather.com).</strong></td>
<td><strong>Oral and written presentations and projects that assess ability to perform skill objectives.</strong></td>
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<td></td>
<td><strong>Interrogative words</strong></td>
<td><strong>Ask and answer questions about events that have taken place, events that will take place, and related general questions.</strong></td>
<td><strong>Shop for the latest styles online for the types of clothing they need for their trips. (Activity can be enhanced by having a budget to buy the clothing for their trip. Teachers can vary the budget amounts and allow students to pick the different budgets from a hat; this will allow for variety and make presentations interesting.)</strong></td>
<td><strong>Oral assessments that allow for situations that spark spontaneous conversations that demonstrate performance of</strong></td>
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<td><strong>Prepositions of sentences</strong></td>
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My Ideal Vacation (cont.)

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| Communicate and interact in guided conversations on a variety of familiar topics and/or topics studied in other core content areas such as grade-level appropriate math, health, social studies and science topics. Attempt to create with language but most accurate with familiar (memorized) language. Most accurate with simple sentences. Accuracy decreases as language becomes more complex. | **Concepts**
*What will students know?*
Characteristics of different French-speaking regions: How cities are set-up, country vs. city, getting around, important places; specifically: Québec, Martinique, and continental France.
Cultural information on the regions covered, including: holidays and festivals, foods, entertainment, geography, regional linguistic differences, and how all of these affect the way people live in and visit these regions. | **Skills**
*What will students be able to do?*
Discuss what they and others are going to do in the near future, including: travel preparations, scheduling things to do, celebrations, and special events.
Use the passé composé form to recount events that have happened.
Use the infinitive to list activities they and others are planning on doing and to list activities that they could do.
Ask for and give directions and discuss locations of places in cities towns or other locations visited. |
| **Activities/Strategies**
Technology Implementation/ Interdisciplinary Connections | **Assessment Checkpoints** |
Shop online for items other than clothing needed for trips to outdoor destinations (camping, hiking, swimming, skiing, scuba diving, fishing, canoeing, etc.)
Search news stories in francophone areas targeted so students can find and respond to who, what, where, why, and how questions.
Activities sequencing preparations for vacation on a timeline.
Making lists of necessary items for various destinations and different times of the year and for different itineraries; including different types of activities at the destination. |
### My Ideal Vacation (cont.)

<table>
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</tr>
<tr>
<td><strong>Skills</strong>&lt;br&gt;What students will be able to do.</td>
<td><strong>Assessment Check Points</strong></td>
</tr>
<tr>
<td><strong>Cumulative Progress Indicators</strong>&lt;br&gt;Ack and respond to questions, make requests and express preferences in various social situations using learned expressions and strings of sentences. Create and present orally and/or in writing brief messages, poems, rhymes, stories, short plays or skits, or role-plays using familiar vocabulary in a guided format.</td>
<td>Planning vacations using aller + infinitive constructions, setting up itineraries, planning activities, items to wear, etc. Discussing items already purchased for vacation (passé composé) vs. what you already had or didn’t have (imparfait). Discussing past vacations or experiences with travel. Create situations where students are lost at one of the target locations and need to call a friend from the region in order to find their way to their destination (authentic maps can be found online). Create matching games where characteristics, products, specific places of interest, activities, etc. are matched with target cultural locations; i.e.: Paris, Abidjan, Québec…</td>
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</table>
### My Ideal Vacation (cont.)

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<td></td>
<td>What students will know.</td>
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</tr>
</tbody>
</table>

**Activities/Strategies**
- Role plays at travel agencies (amongst friends planning a vacation, friends telling each other about their respective trips) that allow for questions/answers, discussing weather, possible activities, clothing needed, etc.
- TPR stories involving vocabulary and expressions.

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

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

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

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

**Videos:** Chapter 4, Martinique and Chapter 12, Québec

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

**Martinique:** Allez, viens!, pgs 78-107 (ch. 4)

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
### My Ideal Vacation (cont.)

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

<table>
<thead>
<tr>
<th>Loire Valley &amp; passé composé: Allez, viens!, pgs. 136-159 (ch.6)</th>
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<tbody>
<tr>
<td>Québec: Allez, viens!, pgs. 294-313 (ch. 12-1, 12-2)</td>
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</tbody>
</table>

**Other resources & suggested websites**

- [http://www.bonjourquebec.ca](http://www.bonjourquebec.ca) – tourism in Québec
- [www.outremer.com](http://www.outremer.com) – Overseas departments and territories of France
- [http://www.utm.edu/departments/french/french.html](http://www.utm.edu/departments/french/french.html) - Tennessee Bob’s famous French links
- [http://www.3suisses.fr](http://www.3suisses.fr) – catalog shopping for clothes, etc.
- [http://www.laredoute.fr](http://www.laredoute.fr) – catalog shopping for clothes, etc.
- Websites for individual castles and sites (need to be individually looked up)
- Other websites for Québec tourism (need to be individually looked up)
- Websites for Côte d’Ivoire tourism (need to be individually looked up)
Memories (Past and Present)

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

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

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

Unit Assessment: Integrated Performance Assessment
- Interpretive: Students read about grandparent and grandchildren’s relationships and answer questions about their stories.
- Interpersonal: Students ask each other about and discuss activities their most memorable birthdays.
- Presentational: Students interview parents or grandparents and present to the class on how their lives were when they were growing up.
## Memories (Past and Present)

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<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<tr>
<td><strong>Core Content Objectives</strong></td>
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<td><strong>What students will be able to do.</strong></td>
<td><strong>Technology Implementation/Interdisciplinary Connections</strong></td>
<td><strong>Homework assignments that allow for quick understanding checkpoints.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate comprehension of key words and phrases through appropriate oral, aural, and physical responses.</strong></td>
<td>Formation of the imperfect tense</td>
<td>How to describe what they used to do when they were little.</td>
<td>Have students design webs that represent their behaviors, tastes, habits, etc. when they were little.</td>
<td>Quizzes on vocabulary and expressions that assess retention of concept objectives.</td>
</tr>
<tr>
<td><strong>Identify main or important ideas presented through oral, visual, and/or written cues by appropriate verbal and physical responses and presentations.</strong></td>
<td>Construction of the passé and composé</td>
<td>Describe what things were like when they were little.</td>
<td>Students can design storyboards that represent an incident that happened when they were little, or represent a typical day for them.</td>
<td>Oral and written presentations and projects that assess ability to perform skill objectives.</td>
</tr>
<tr>
<td><strong>Demonstrate comprehension of main or important ideas through appropriate oral and/or written responses.</strong></td>
<td>Use of comparative words and superlatives</td>
<td>Use the imperfect to describe the way things used to be.</td>
<td>Prepare dialogues that allow students to discuss and compare each others childhoods, things they liked, things they liked to do, and what their families and their lives were like.</td>
<td>Oral assessments that allow for situations that spark spontaneous conversations that demonstrate performance of skill objectives.</td>
</tr>
<tr>
<td><strong>Communicate and interact in guided conversations on a variety of familiar topics and/or topics studied in other core content areas such as grade-level appropriate math, health, social studies and science topics.</strong></td>
<td>Use of the passé composé vs. imparfait to recount and describe past events</td>
<td>Use the passé composé to recount something they did when they were little.</td>
<td>Make comparative charts where students can use comparative words and superlatives in order to express whether they prefer their lives the way they are now or if they prefer the way things were when they were smaller.</td>
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<td>Compare how things used to be and how they are now.</td>
<td>Prepare dialogues that allow students to discuss and compare each others childhoods, things they liked, things they liked to do, and what their families and their lives were like.</td>
<td>Make comparative charts where students can use comparative words and superlatives in order to express whether they prefer their lives the way they are now or if they prefer the way things were when they were smaller.</td>
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<td>Use the passé composé and the imparfait to talk about what took place in the past.</td>
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### Activities/Strategies
- Have students design webs that represent their behaviors, tastes, habits, etc. when they were little.
- Students can design storyboards that represent an incident that happened when they were little, or represent a typical day for them.
- Prepare dialogues that allow students to discuss and compare each others childhoods, things they liked, things they liked to do, and what their families and their lives were like.
- Make comparative charts where students can use comparative words and superlatives in order to express whether they prefer their lives the way they are now or if they prefer the way things were when they were smaller.
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<tr>
<td>Attempt to create with language but most accurate with familiar (memorized) language.&lt;br&gt;Most accurate with simple sentences. Accuracy decreases as language becomes more complex.&lt;br&gt;Ask and respond to questions, make requests and express preferences in various social situations using learned expressions and strings of sentences.&lt;br&gt;Create and present orally and/or in writing brief messages, poems, rhymes, stories, short plays or skits, or role-plays using familiar vocabulary in a guided format.</td>
<td>Students can interview parents/relatives, or other adults and find out if they prefer the way things are now or the way things were when they were younger.&lt;br&gt;Students can research online to find out things that happened on the day they were born and share and compare the information with classmates.&lt;br&gt;Write an essay or prepare a presentation that recounts something that they remember happening when they were young that they thought would be interesting, funny, or that they would like to share with the class.</td>
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</table>
## Memories (Past and Present) (cont.)

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

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

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

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

### Instructional Adjustments:

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

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

High School French Honors

French 8 (538 – 5x/week program)

French 2 (Honors)

French 3 (Honors)

French 4 (Honors)

French AP (Honors)

High School Accelerated French

French 1 (Accelerated)

French 8 A/B (528)

French 2 (Accelerated)

French 3 (Accelerated)

French 4 (Accelerated)

French 5 (Accelerated)
PROGRAM COMPONENTS FOR FRENCH 2-1

Text -

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

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

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

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

1. Preparation of Lessons
   a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers’ editions.
   b. Read and study the content of the entire lesson (chapter). Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
   c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans. Pacing is often facilitated by a chapter plan.
   d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
   e. Each day’s lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
   f. The lesson usually should represent a blend of new work and review material.
2. **Structures**
   
a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.

b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.

c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. **Exercises**

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

4. **Personalization**

a. Vary questions and drills in the text in order to personalize the content.

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

5. **Pictures - Transparencies**

a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.

b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. **Use of French**

a. Conduct the lesson in French to the extent possible.

b. Emphasize usage rather than analysis. Talk in the language, not about the language.

c. Do not encourage translation or decoding into English on the part of students.
ASSESSMENT

Teachers are encouraged to administer brief quizzes throughout the study of each unit. Frequent quizzes will help gauge the achievement of students, diagnose individual learning problems and judge the effectiveness of teaching. The value of the quiz lies in its positive effect on student learning and the practice it affords in the art of test-taking. The quiz enables the teacher to acquaint students with types of items that are subsequently encountered in tests. It may serve to encourage students to devote time regularly to language study.

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

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

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

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

Semester grades should be calculated using the following components:

Semester assessment:

Mini assessments (listening, reading, writing, speaking)

Oral participation

Notebook
TECHNOLOGY

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

Topics to be considered are:

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

Procedure

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

This can be a group, partner or individual activity.
2009-10 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Honors French/Spanish 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 2 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 2H. 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 2H should be placed in French 2-1 class.

5. **Spanish 3 Honors** – Eighth-grade students in 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 3H. 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 3H should be placed in a Spanish 3-1 class.

6. **French 3 Honors**

a) It is expected that most students now enrolled in French 2H will proceed directly to French 3 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 3H classes.

- Maintain grades in French 2H 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) **French 2H** students who do not meet the above criteria should be recommended for placement in a French 3-1 class.
7. Spanish 4 Honors
   
a) It is expected that most students now enrolled in Spanish 3H will proceed
directly to Spanish 4 (Honors). The criteria delineated below serve as
guidelines for the placement of students in Spanish 4H classes.

   • Maintain grades in Spanish 3H 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) Spanish 3H students who do not meet the above criteria should be
   recommended for placement in a Spanish 4-1 class.

8. French 4 Honors - Upon completion of French 3H, it is expected that most
   students now enrolled in French 3H will proceed directly to French 4 (Honors).
The criteria delineated below serve as guidelines for the placement of students
in French 4H classes.

a) French 4 – Honors: Guidelines for placement in 4-Honors are listed
   below.

   • Projected end-of-year grade of B in French 3H or A in 3-1 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

9. Spanish 5 Honors - Upon completion of Spanish 4H, it is expected that most
   students now enrolled in Spanish 4H will proceed directly to Spanish 5 (Honors).
The criteria delineated below serve as guidelines for the placement of students
in Spanish 5H classes.

a) Spanish 5 - Honors: Guidelines for placement in 5-Honors are listed
   below.
• Projected end-of-year grade of B in Spanish 4H or A in 4-1 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) Spanish 5-1 (Accelerated); Students recommended for 5-1 should meet the following criteria.

• Projected end-of-year grade of C in Spanish 4H or B/C in Spanish 4-1
• 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

10. **French 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 French 4-Honors. Exceptional students from French 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:
  o analyze and interpret literary works
  o compare and contrast different authors, works and periods
  o identify figures of speech, symbolism, meter or rhyme schemes
  o evaluate literary works
  o high degree of self motivations; able to work independently

11. **Spanish 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 Spanish 5-Honors. Exceptional students from Spanish 5-1 and 6-1 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:
  o analyze and interpret literary works
  o compare and contrast different authors, works and periods
  o identify figures of speech, symbolism, meter or rhyme schemes
  o evaluate literary works
  o high degree of self motivation; able to work independently

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

13. **Spanish 6-1** (Accelerated): Students who have completed a fifth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 6-1.

**Honors Latin/Hindi Sequence**

Students can elect to study Latin or Hindi at the Honors level in the high school. Determination for Honors credit is developed through a contract that the students and parents/guardians sign at the beginning of each academic year. The contract specifies the additional academic requirements that the student agrees to meet in order to receive Honors credit.
Four-Year Sequence

1. **French/Spanish/Latin/Hindi 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/Hindi 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/Hindi 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/Latin/Hindi 4** (Accelerated) - To the extent that their interests and abilities permit, third-year students should be encouraged to enroll in the fourth-year course. Generally students enrolling in a fourth year program should meet the following criteria:
   - Projected end-of-year grade of C or better in *World Languages Level 3*
   - 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

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: 11/08
WORLD LANGUAGES FRENCH PROGRAM SEQUENCE

High School French Honors Program

High School Accelerated French

French 1

(Accelerated)

French 8 (538 – 5x/week program)

French 2 (Honors) French 8 A/B (528) French 2 (Accelerated)

French 3 (Honors)

French 4 (Honors)

French AP (Honors)

French 5 (Accelerated)
### WORLD LANGUAGES SPANISH PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>High School Honors Spanish Program</th>
<th>High School Accelerated</th>
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<tbody>
<tr>
<td>Spanish Program</td>
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<tr>
<td></td>
<td>Spanish 1 (Accelerated)</td>
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<td></td>
<td>Spanish 8 A/B (From 504)</td>
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<tr>
<td>Spanish 8 (518 – 5x/week program)</td>
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<tr>
<td></td>
<td>Spanish 3 (Honors)</td>
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<tr>
<td></td>
<td>Spanish 8 A/B (508)</td>
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<tr>
<td>Spanish 4 (Honors)</td>
<td>Spanish 4 (Accelerated)</td>
</tr>
<tr>
<td>Spanish 5 (Honors)</td>
<td>Spanish 5 (Accelerated)</td>
</tr>
<tr>
<td>Spanish AP (Honors)</td>
<td>Spanish 6 (Accelerated)</td>
</tr>
</tbody>
</table>
WORLD LANGUAGES LATIN PROGRAM SEQUENCE

Four-Year Latin Program

Latin 1 (Accelerated or Honors)

Latin 2 (Accelerated or Honors)

Latin 3 (Accelerated or Honors)

Latin 4 (Accelerated or Honors)
WORLD LANGUAGES HINDI PROGRAM SEQUENCE

Four-Year Hindi Program

Hindi 1 (Accelerated or Honors)

Hindi 2 (Accelerated or Honors)

Hindi 3 (Accelerated or Honors)

Hindi 4 (Accelerated or Honors)
OPTIONAL ACTIVITIES

FRENCH JOURNAL:

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

Listening activities/TPR responses

The natural approach (handout)

Listening activities using visuals (tiras cómicas)

TPR Storytelling (handout)

***GOUIN SERIES*** see handout

Language ladder of feelings

OPTIONAL ACTIVITIES

FRENCH JOURNAL:

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

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

**Oral Activities**

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

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

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

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

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

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

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

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

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

Written Activities

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

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

3. Students write a personalized application of a dialog.

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

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

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

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

8. Travel: Students sketch or find pictures depicting train travel and label them appropriately.
Students who demonstrate exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Activities recommended for academically talented students include independent reading, research or a special project. Some specific suggestions are listed below.

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

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

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

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

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

6. Design a word game or puzzle.

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

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

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


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

12. Learn to play or sing a French song.

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

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

15. Keep a personal diary.

16. Design a greeting ad.

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

18. Draw pictures, a series of pictures or cartoons based on reading selections.

19. Read selections from previous text.
HOW TO LEARN AND HAVE FUN IN FRENCH

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

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

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

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

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

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

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

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

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

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

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

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

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

7. **The "Road Map" to Language Proficiency** shows many paths to follow. You may choose several at the same time to hasten your arrival. The most direct is **"Infinitive Way"**, a route densely populated with verbs descriptive of every human endeavor. Reach out to them everywhere! Remember them! Each is a bridge, a support for a multitude of ideas, imaginary wanderings and personal opinions.
**Infinitives, infinitives**
We cannot do without.
To live, to work, to play, to be,
That's what they're about.
Make them your "friends",
Get to know them very well.
With your personal collection
Always ready for your selection,
You'll have many tales to tell.

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

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

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

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

9. Being able to talk about yourself is a personal motivation for studying another language. You'll be doing a lot of this in French. Your teacher will help you by asking questions which allow you to take "center stage" for a few moments.

**Remember, what you say is important -- to you.** If you can project this belief through your self-assured attitude while speaking, others will listen and pay attention to you.

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

Here’s a good suggestion:
**Know how to ask a Question.**
"¿Qué pagina?" "¿Por qué?" "¿Qué quiere decir?"
Be ready to hear a joyful reaction,
Filled with pride and satisfaction,
Even a "Bravo" cheer!

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

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

Often you'll be asked to write.
That's a chance to grow.
Do your best to pass this test.
You're the "star" of the "show".
Your ideas -- small seeds.
Will grow like wild weeds.
Follow them wherever they might go.
What you finally submit,
Won't always be a "hit".
**But you're on your way to becoming a Pro!**
**Proficient and Productive.**

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

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

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

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

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

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

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

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

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

Chewing gum is not okay!

Books are covered everyday!

Homework is neat, always complete!

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

A paper with scribbles will not be accepted!

Assignments, on time, will be expected!

Most excuses will be rejected!

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

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

2. Participation in the National French Exam Competition.

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

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

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

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

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

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

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

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

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

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

And the most enduring benefit of all --

**Enjoyment, Fun, A Feeling Of True Exhilaration As Your Talent To Communicate In French Opens "Doors" For You And Brings You Much Closer To Many More People In Our Small Global World!!!**

Paula Spitz
Edison High School
APPENDIX J:

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

GOUIN SERIES

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

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

Figure 27

DIALOGUE JOURNALS

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

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

Adapted from the Florida Curriculum Framework, 1996
Figure 29 (continued)

TPR STORYTELLING

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

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

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

Step Two: Students Produce and Practice Vocabulary Words

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

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

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

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

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

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

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

**Figure 30**
**INTERVIEWS**

A strategy for gathering information and reporting

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

**Figure 31**
**CLOZE**

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

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

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

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

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

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

The steps to teaching a mini-story are:

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

Mini-cuento: El pico

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

Integrated Performance Assessment Tasks and Rubrics
IPA for My World -

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

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

III. Presentational - Write a letter to your French teacher back home and explain what your life as an exchange student is like.
Now, answer the questions that follow in *English*.

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

2. What foreign languages is this student studying? _________________________,
   _________________________, _________________________.

Below is a school schedule for a typical French high school student. Examine the schedule carefully and answer the questions that follow.

<table>
<thead>
<tr>
<th>heures</th>
<th>lundi</th>
<th>mardi</th>
<th>mercredi</th>
<th>jeudi</th>
<th>vendredi</th>
<th>samedi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8h30</td>
<td></td>
<td></td>
<td>espagnol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9h</td>
<td></td>
<td></td>
<td>histoire-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9h30</td>
<td></td>
<td></td>
<td>géographie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12h</td>
<td></td>
<td></td>
<td>pause &amp;</td>
<td></td>
<td></td>
<td>pause &amp;</td>
</tr>
<tr>
<td>12h30</td>
<td></td>
<td></td>
<td>repas</td>
<td></td>
<td></td>
<td>repas</td>
</tr>
<tr>
<td>13h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13h30</td>
<td></td>
<td></td>
<td>grec</td>
<td></td>
<td></td>
<td>grec</td>
</tr>
<tr>
<td>14h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14h30</td>
<td></td>
<td></td>
<td>espagnol</td>
<td></td>
<td></td>
<td>espagnol</td>
</tr>
<tr>
<td>15h</td>
<td></td>
<td></td>
<td>sciences</td>
<td></td>
<td></td>
<td>éducation</td>
</tr>
<tr>
<td>15h30</td>
<td></td>
<td></td>
<td>naturelles</td>
<td></td>
<td></td>
<td>physion</td>
</tr>
<tr>
<td>16h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>et</td>
</tr>
<tr>
<td>16h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sportive</td>
</tr>
<tr>
<td>17h</td>
<td></td>
<td></td>
<td>physique</td>
<td></td>
<td></td>
<td>Dessin</td>
</tr>
<tr>
<td>17h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Does this student have a study hall? ________________ If so, when?
________________

IPA (My World) - interpretive (cont.)

4. Is this student taking any science courses? _____________ What are they?
____________________________., ______________________________

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

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

7. How many times per week does this student have gym? ________________
When? __________________________

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

(1) ______________________________
(2) ______________________________

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

Scoring: (number of correct answers = letter grade)

14-16 = A  5-7 = D
11-13 = B  0-4 = F
8-10 = C
IPA (My World) Interpersonal -

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

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

IPA (My World) - interpretive

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

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

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

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

<table>
<thead>
<tr>
<th>Do we understand you? (comprehensibility)</th>
<th>the student exceeds expectations</th>
<th>the student meets expectations</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understood by the audience without difficulty</td>
<td>• Understood by the audience with occasional difficulty</td>
<td>• Not clearly understood.</td>
</tr>
<tr>
<td>How well do you use the French language? (language control &amp; vocabulary use)</td>
<td>• Mostly correct when producing simple sentences</td>
<td>• Mostly correct with memorized language</td>
<td>• Correct only at the word level</td>
</tr>
<tr>
<td></td>
<td>• Presentation is rich in appropriate vocabulary</td>
<td>• Vocabulary reveals basic information</td>
<td>• Vocabulary is limited and/or repetitive.</td>
</tr>
<tr>
<td>How well do you impact the audience?</td>
<td>• Choice of vocabulary and phrases maintain the audience's attention.</td>
<td>• Choice of vocabulary and phrases somewhat maintain the audience's attention.</td>
<td>• No effort to maintain the audience's attention.</td>
</tr>
<tr>
<td>How well do you organize the presentation? (Communication strategies)</td>
<td>• Main ideas are supported with examples</td>
<td>• Presentation has a beginning, middle, and end.</td>
<td>• Information randomly presented.</td>
</tr>
<tr>
<td>How well do you sound/act like a native speaker? (cultural awareness)</td>
<td>• Demonstrates some awareness of cultural appropriateness</td>
<td>• Demonstrates partial awareness of cultural appropriateness</td>
<td>• Does not demonstrates awareness of cultural appropriateness</td>
</tr>
</tbody>
</table>


IPA for Health & Hygiene

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

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

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

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

Interpretive

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

(Article will be found on hard copy)
IPA - Health & Hygiene - Interpretive (cont.)

**Complete the following statements in *English* based on the information that you discovered while reading the preceding article.

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

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

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

4. Two factors that determine one's optimal weight are _________________________ and _________________________.

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

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

7. According to the article, it's important to drink more than the minimum amount of liquids when we're engaged in physical activity or when it's _________________________.

8. _________________________ helps to burn off excess calories.

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

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

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

*Score:*

11-13 = A  
8-10 = B  
5-7 = C  
3-4 = D  
0-2 = F
Answers - IPA - Health & Hygiene - Interpretive (cont.)

1. light
2. (choice of two) bread, pasta, rice, cereals, potatoes
3. fruits, vegetables
4. (choice of two) sex, height, age, heredity
5. reasonable portions (moderation)
6. overeat
7. very hot
8. physical activity
9. lifestyle
10. foods
You and your partner are exchange students at Université Laval, outside Québec City. All the university students are required to perform a certain amount of community service hours. To fulfill this obligation, you have volunteered to participate in an outreach program for healthy living education at the local community center. You and your partner must discuss items that will eventually be included in a brochure on good health. Role-play a 2-3 minute conversation in which you mention such aspects as food choices and exercise.
## Novice - Mid: Interpersonal Rubric

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

**Option A:**

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

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

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

Option B:

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

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

<table>
<thead>
<tr>
<th>Food choices</th>
<th>Exercise habits</th>
<th>Rest habits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Novice-mid: Presentational Rubric

<table>
<thead>
<tr>
<th></th>
<th>the student exceeds expectations</th>
<th>the student meets expectations</th>
<th>the student does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do we understand you?</strong> (comprehensibility)</td>
<td>• Understood by the audience</td>
<td>• Understood by the audience</td>
<td>• Not clearly understood.</td>
</tr>
<tr>
<td>(language control &amp; vocabulary use)</td>
<td>without difficulty</td>
<td>with occasional difficulty</td>
<td></td>
</tr>
<tr>
<td><strong>How well do you use the French language?</strong></td>
<td>• Mostly correct when producing</td>
<td>• Mostly correct with</td>
<td>• Correct only at the word level</td>
</tr>
<tr>
<td>(language control &amp; vocabulary use)</td>
<td>simple sentences</td>
<td>memorized language</td>
<td>• Vocabulary is limited and/or</td>
</tr>
<tr>
<td></td>
<td>• Presentation is rich in</td>
<td>• Vocabulary reveals basic</td>
<td>repetitive.</td>
</tr>
<tr>
<td></td>
<td>appropriate vocabulary</td>
<td>information</td>
<td></td>
</tr>
<tr>
<td><strong>How well do you impact the audience?</strong></td>
<td>• Choice of vocabulary and phrases</td>
<td>• Choice of vocabulary and</td>
<td>• No effort to maintain the audience's</td>
</tr>
<tr>
<td></td>
<td>maintain the audience's attention.</td>
<td>phrases somewhat maintain the</td>
<td>attention.</td>
</tr>
<tr>
<td><strong>How well do you organize the presentation?</strong></td>
<td>• Main ideas are supported with</td>
<td>• Presentation has a beginning,</td>
<td>• Information randomly presented.</td>
</tr>
<tr>
<td>(Communication strategies)</td>
<td>examples</td>
<td>middle, and end.</td>
<td></td>
</tr>
<tr>
<td><strong>How well do you sound/act like a native speaker?</strong></td>
<td>• Demonstrates some awareness of</td>
<td>• Demonstrates partial</td>
<td>• Does not demonstrate awareness of</td>
</tr>
<tr>
<td>(cultural awareness)</td>
<td>cultural appropriateness</td>
<td>awareness of cultural</td>
<td>cultural appropriateness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appropriateness</td>
<td></td>
</tr>
</tbody>
</table>
IPA - My Ideal Vacation: Interpretive Task

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

**Souvenirs d’été: 2 enfants se racontent**
*Les yeux bien ouverts et l'enthousiasme au cœur, huit enfants racontent. Il était une fois mes plus belles vacances!*  
par Claudine Hébert

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

**Girafes, autruches et vaches poilus**
- Marie Desjardins, Montréal
IPA - My Ideal Vacation: Interpretive Task (cont.)

You've read the article from *Coup de Pouce* magazine. Now, answer the following questions in *English*.

1) What kind of vacation did Samuelle take?

2) What activities did she participate in?

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

4) With whom did each girl travel?
   Samuelle: ____________________________________________________________
   Marie: _____________________________________________________________

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

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

7) Which of these two vacations do you prefer and why?
IPA - My Ideal Vacation: Interpretive Task Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong> (Questions 1,2,4,5)</td>
<td>Answers are relevant &amp; accurate (all 4 correct)</td>
<td>Most answers are relevant &amp; accurate (3 correct)</td>
<td>Answers are irrelevant and/or inaccurate (2 or less correct)</td>
</tr>
<tr>
<td><strong>Word recognition</strong> (Questions 3,6)</td>
<td>Student identifies 2 vocabulary words accurately</td>
<td>Students identifies 1 vocabulary word accurately</td>
<td>Students identifies 0 vocabulary words accurately</td>
</tr>
<tr>
<td><strong>Interpretation</strong> (Question 7)</td>
<td>Student gives logical explanation</td>
<td>Student gives mostly logical explanation.</td>
<td>Student gives illogical explanations.</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Does not meet expectations</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>How well do you communicate?</strong></td>
<td>You create with the language by using strings of sentences.</td>
<td>You create with language by using simple sentences and some strings of sentences.</td>
<td>You use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td><strong>(TEXT TYPE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do we understand you?</strong></td>
<td>You are consistently understood.</td>
<td>You are generally understood.</td>
<td>You are understood with occasional difficulty.</td>
</tr>
<tr>
<td><strong>(COMPREHENSIBILITY)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do you understand?</strong></td>
<td>Your responses are mostly logical and on topic.</td>
<td>Your responses are generally logical and on topic.</td>
<td>Your responses are occasionally logical and on topic.</td>
</tr>
<tr>
<td><strong>(COMPREHENSION)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What kind of vocabulary do you use?</strong></td>
<td>You use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>You use a range of vocabulary that accomplishes the task. However, occasionally you may use the wrong word or expression.</td>
<td>You use basic vocabulary and resort to English when you are unable to communicate your message.</td>
</tr>
<tr>
<td><strong>(LANGUAGE USE AND VOCABULARY)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do you keep the conversation going?</strong></td>
<td>You ask and answer questions to maintain the conversation and to clarify. At times, you paraphrase to make yourself understood.</td>
<td>You maintain a simple conversation by asking some questions, but you don’t ask for clarification.</td>
<td>You respond to basic, direct questions, and ask simple questions.</td>
</tr>
<tr>
<td><strong>(COMMUNICATION STRATEGIES)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do I demonstrate cultural understanding?</strong></td>
<td>You generally demonstrate awareness of cultural appropriateness.</td>
<td>You occasionally demonstrate awareness of cultural appropriateness.</td>
<td>You do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
<tr>
<td><strong>(CULTURAL AWARENESS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher note: Allow 10 minutes maximum. Suitable questions should be brainstormed one or two days prior to the students' interpersonal task.

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

Reminder: Don't forget to use past tenses and sequencing words in your discussion!
## IPA - My Ideal Vacation: Interpersonal Task Rubric (option A)

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

Intermediate-low Interpersonal Rubric

IPA - My Ideal Vacation: Presentational Task  (materials needed: computers, e-mail capabilities, presentational rubric [option A or B])

Teacher note: If computer access is not feasible for this task, complete it as an in-class writing assignment. Students must bring in 3 photos the day before the assignment.

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

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

Use the space below to organize/brainstorm your thoughts. Then, write your message in letter form.
<table>
<thead>
<tr>
<th>la météo</th>
<th>les vêtements</th>
</tr>
</thead>
</table>

IPA - My Ideal Vacation: Presentational Task

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

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

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

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

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

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

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

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

---

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

---

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

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

2) What do their grandchildren discuss with them?

3) How do their 8 grandchildren influence them?

4) What do Monique and Louis give to their grandchildren?
En plein dans la vie. Nos petites-filles ado, nous évitent de rester tranquilles dans notre petit cocon de féeillesses. Elles nous amènent à parler de sujets dont on ne parlait pas de notre temps, c'est compliqué mais c'est super, ça nous oblige à nous tenir au courant, à nous mettre à l'ordinateur, à internet, ne pas mourir idiots.

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

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


--Caroline, 15 ans, Vaucluse

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

Les meilleurs de la galaxie…Papy était ouvrier dans un usine, mamie couturière. Ils n’ont pas toujours eu une vie facile et heureuse. (…) mamie est la meilleure de cuisinières, surtout pour la tarte au sucre, Papy lui adore jardinier. Ils sont super généreux! … Ils nous apprennent les petites choses utiles de la vie, ils sont calmes et gentils. Mamie a toujours une petite blague pour nous faire rire!

--Charlotte, 12 ans, Aisne

7) What activities do Charlotte’s grandparents enjoy doing?
8) Why does Charlotte adore her grandparents?

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

--Florent, 14 ans, Isère

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

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

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

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

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

*Scoring chart (number of correct answers)*:

- 10 = A+
- 9 = A
- 8 = B+
- 7 = B
- 6 = C+
- 5 = C
- 3-4 = D
- 0-2 = F

******************************************************************************
Teacher's answer sheet for: IPA for Unit IV - Memories - Interpretive Task

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

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

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

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

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

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

7. Grandmother - cooking, Grandfather - gardening

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>You summarized your partner’s account of a memorable birthday using sentences &amp; a variety of relevant vocabulary.</td>
<td>You summarized your partner’s account of a memorable birthday using lists of memorized sentences and relevant vocabulary.</td>
<td>You used isolated words and/or chunks of language and used English to tell about your partner’s birthday experience.</td>
</tr>
<tr>
<td></td>
<td>Your pronunciation was understood.</td>
<td>Your pronunciation was understood with some clarification when necessary.</td>
<td>Your pronunciation made it difficult for others to understand you.</td>
</tr>
<tr>
<td></td>
<td>You were in control of the language. You consistently used the correct past tenses. (No, or very few, errors.)</td>
<td>You were mostly in control of the language. You were sometimes able to use the correct past tenses. (A few errors)</td>
<td>You were not in control of the language. You were unable to use the correct past tenses. (Many errors)</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>You understood all of the questions, asking for clarification when necessary.</td>
<td>You understood most of the questions, asking for clarification at times.</td>
<td>You did not understand most of the questions and were unable to ask for clarification.</td>
</tr>
</tbody>
</table>
**IPA for Unit IV - Memories - Interpersonal Task Assessment Rubric**  (Option B)

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

<table>
<thead>
<tr>
<th>How well do we understand you?</th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Does not meet expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(COMPREHENSIBILITY)</td>
<td>You are consistently understood.</td>
<td>You are generally understood.</td>
<td>You are understood with occasional difficulty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do you understand?</th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Does not meet expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(COMPREHENSION)</td>
<td>Your responses are mostly logical and on topic.</td>
<td>Your responses are generally logical and on topic.</td>
<td>Your responses are occasionally logical and on topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of vocabulary do you use?</th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Does not meet expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(LANGUAGE USE AND VOCABULARY)</td>
<td>You use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>You use a range of vocabulary that accomplishes the task. However, occasionally you may use the wrong word or expression.</td>
<td>You use basic vocabulary and resort to English when you are unable to communicate your message.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>How well do I demonstrate cultural understanding?</th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Does not meet expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(CULTURAL AWARENESS)</td>
<td>You generally demonstrate awareness of cultural appropriateness.</td>
<td>You occasionally demonstrate awareness of cultural appropriateness.</td>
<td>You do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
</tbody>
</table>
IPA for Unit IV - Memories - Presentational Task
(Materials needed: oral interview with parent(s) and/or grandparent(s), presentational rubric)

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

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

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

Possible areas to explore: careers, family life, leisure activities
## Memories - presentational task rubric (option A)

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

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