**MIDDLE SCHOOL FRENCH 6, 7 & 8**

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

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and 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:

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Coordinated by:

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Martin J. Smith - Supervisor
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.
NEW JERSEY CORE CURRICULUM STANDARDS
INTRODUCTION

World Languages Education in the 21st Century

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

**Mission:** The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means 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 levels of language proficiency that are 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 and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

**Intent and Spirit of the World Languages Standard**

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be 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 part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-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 for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines—Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• **Advanced-Low Level**: Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

**Realistic Grade-Level Targets for Benchmarked Proficiency Levels**

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

• **Novice-Mid Level**: Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.

• **Novice-High Level**: Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.

• **Intermediate-Low Level**: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.

• **Intermediate-Mid Level**: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.

• **Intermediate-High Level**: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.

• **Advanced-Low Level**: Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.
A Note About Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

ACTFL Anticipated Performance Outcomes

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the ACTFL Performance Guidelines for K-12 Learners
Philosophy and Goals

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

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) 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 hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

- **Heritage-language:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third-generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:
• The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.

• World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.

• Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.

• Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the Partnership for 21st Century Skills Framework are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.

• Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.
The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central “C” of five Cs in the graphic is for “communication”). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

**Three Strands**

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

**Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
Strand B reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

Strand C reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

**The Role of Grammar in the World Languages Class**

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

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

**Education in World Languages: Advocacy and Resources**

- Information regarding federal grants for implementing standards-based world languages programs 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 American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.

- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.

- The most comprehensive report compiled on the status of world languages education in New Jersey’s public schools (2005), A Report on the State of World Languages Implementation in New Jersey, is available on the New Jersey Department of Education World Languages homepage.

- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

References


Unit Sequence

Sixth Grade:
Who Am I? – First Semester
School Life – Second Semester

Seventh Grade:
Activities Around the World – First semester
Animals – Second semester

Eighth Grade:
My trip to Paris - First Marking Period
Clothes - Second Marking Period
Last Weekend – Third Marking Period
Food – Fourth Marking Period
Qui suis-je?

**Targeted State Standards:**

**Communication:**
Students engage in conversation and ask and answer questions about themselves and their families.
Students present personal information.
Students read personal information.

**Culture:**
Students examine French national identification documents.

**Comparison:**
Students examine understanding of culture through comparing identification documents in Francophone regions.

**Unit Objectives/Enduring Understandings:**
Students will be able to understand that when describing someone that the adjective changes with the person being described. Students will be able to understand that in order to describe themselves and others, verbs change with the subject.

**Essential Questions:** Who am I? To what extent can I describe myself and others in French?

**Unit Assessment:** Presentational and interpretive assessment

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<td><strong>Concepts</strong></td>
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<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td>Adjective agreement</td>
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<td>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td>Definite &amp; indefinite articles</td>
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<td>7.1.NM.A.3 Recognize a few common gestures and</td>
<td>Possessive adjectives</td>
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<td><strong>Core Content</strong></td>
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<td>cultural practices associated with the target culture(s).</td>
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<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
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<td>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
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<td>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</td>
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<td>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
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<tr>
<td>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
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**Qui suis-je? (con’t)**

**Core Content**

- What students will know.

**Skills**

- What students will be able to do.

**Activities/Strategies**

- Technology Implementation/Interdisciplinary Connections

**Assessment Check Points**
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<td><em>What students will know.</em></td>
<td><em>What students will be able to do.</em></td>
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<tr>
<td>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
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<td>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
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<td>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</td>
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**Resources:**

Discovering French: Bleu

www.edisonmsfrench.wikispaces.com

**Instructional Adjustments:**

Repeat/clarify instructions
Reinforce verbal with visual cues
Use smaller checks for progress on long term assignments
Do not require student to read orally
Encourage correct spelling
Teach student to highlight or circle important info
Provide graphic organizers
Use highlighters to help student focus on important info
Use a timer to keep student aware of time (in order to complete assignment)
Provide checklist for completing assignments
Limit the length of written assignments
| Qui suis-j**e? (con’t) | Give choices when student has difficulty producing answer to question  
Offer opportunities for reinforcement and review  
Alert student to teacher redirections by setting the stage (i.e. “This is important”)  
Provide ample wait time (“I’ll wait till there are at least 5 hands up before I call on someone)  
Add page numbers to assignments  
Highlight/bold key words  
Seat student away from distractions  
Preferred seating  
Redirect to task (eye contact-proximity/move closer to student-tap on desk)  
Provide or requires organizational assistance  
Provide extra set of books (home)  
Initial planner  
Maintain contact with parents  
Reduce board/text copying  
Allow student to use teacher/student’s notes as copy  
Set up responsible buddy/peer  
Reduce class work/homework  
Monitor student behavior  
Encourage student to type work  
Accept preferred mode of writing  
Have student repeat directions  
Check work early into completion to ensure student understands expectations  
Extended time on tests/quizzes  
Narrow down options on multiple choice assessments  
Take tests orally  
Read test to student  
Allow student to write on test  
Disregard spelling  
Grade on content only  
Provide word banks  
Extended time on projects  
Vary test items to include true/false, matching, multiple choice and essay questions  
Provide study guides  
Break down complex tasks (i.e. on open ended questions-number or bullet each part so student is able to focus and complete all items) |
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<td>Provide success-oriented experiences</td>
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<td>Provide a peer tutor for student</td>
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<td>Give frequent, brief, positive feedback about daily work</td>
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<td>Clearly define limits and expectations</td>
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<td>Allow student to feel free to request repetition of instructions</td>
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<td>Require independence</td>
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<td>Praise attempts at independence</td>
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<td>Use behavior modification system</td>
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<td>Provide feedback as to the appropriateness of behavior</td>
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ma journée à l’école

Targeted State Standards:
**communication:**
Students engage in conversation and ask and answer questions about their school day and school friends.
Students present personal information.
Students read school schedules.

**Culture:**
Students examine school schedules in Francophone regions.

**Comparison:**
Students examine understanding of culture through comparing schools in Francophone regions.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that when using the names of different classes and supplies, the article will reflect the gender of the noun. Students will be able to understand that in order to tell about their school day and ask about another’s, verbs change with the subject.

**Essential Questions:** What am I studying in school? To what extent can I tell about my school day and ask another about his or hers? What supplies do I need for school?

**Unit Assessment:** Presentational and interpretive assessment

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<td>Singular forms of être &amp; avoir Prepositions (à, dans, avec, sur)</td>
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<td>Cumulative Progress Indicators</td>
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<tr>
<td><strong>ma journée à l'école (con't)</strong></td>
<td><strong>What students will know.</strong></td>
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<tr>
<td>requests when participating in age-appropriate classroom and cultural activities.</td>
<td>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
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<td>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
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<td>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
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<td>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</td>
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<tr>
<td>Resources:</td>
<td>Instructional Adjustments:</td>
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</table>
| Discovering French: Bleu  
www.edisonmsfren7ch.wikispaces.com | Repeat/clarify instructions  
Reinforce verbal with visual cues  
Use smaller checks for progress on long term assignments  
Do not require student to read orally  
Encourage correct spelling  
Teach student to highlight or circle important info  
Provide graphic organizers  
Use highlighters to help student focus on important info  
Use a timer to keep student aware of time (in order to complete assignment)  
Provide checklist for completing assignments  
Limit the length of written assignments  
Give choices when student has difficulty producing answer to question  
Offer opportunities for reinforcement and review  
Alert student to teacher redirections by setting the stage (i.e. "This is important")  
Provide ample wait time ("I'll wait till there are at least 5 hands up before I call on someone)  
Add page numbers to assignments  
Highlight/bold key words  
Seat student away from distractions  
Preferred seating  
Redirect to task (eye contact/proximity/move closer to student-tap on desk)  
Provide or requires organizational assistance  
Provide extra set of books (home)  
Initial planner  
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Encourage student to type work
Accept preferred mode of writing
Have student repeat directions
Check work early into completion to ensure student understands expectations
Extended time on tests/quizzes
Narrow down options on multiple choice assessments
Take tests orally
Read test to student
Allow student to write on test
Disregard spelling
Grade on content only
Provide word banks
Extended time on projects
Vary test items to include true/false, matching, multiple choice and essay questions
Provide study guides
Break down complex tasks (i.e. on open ended questions-number or bullet each part so student is able to focus and complete all items)
Provide success-oriented experiences
Provide a peer tutor for student
Give frequent, brief, positive feedback about daily work
Clearly define limits and expectations
Allow student to feel free to request repetition of instructions
Require independence
Praise attempts at independence
Use behavior modification system
Provide feedback as to the appropriateness of behavior
Activities Around the World

Targeted State Standards:

*Communication:*
- Students engage in meaningful conversation about activities and the weather.
- Students understand and interpret information about what people like to do.
- Students present information about pastimes they like and dislike.

Students will gain perspectives into francophone culture by studying the weather and seasons of four distinct francophone regions.
Students will gain perspectives into francophone culture by examining activities that people do in different parts of the francophone world.

Students will make connections to math by converting temperatures in Fahrenheit and Celsius.
Students will make connections to social studies by using maps to identify francophone countries.

Students will make connections to francophone pastimes and American pastimes.

Students will demonstrate an understanding of the nature of language through comparisons of French and English.
Students will make comparisons of francophone pastimes and American pastimes.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that people enjoy a wide range of activities locally, in France and in francophone countries. Students will be able to understand that weather conditions change based on the time of year and one’s geographical location. Students will be able to understand that the seasons and weather conditions dictate what outdoor activities one may do. Students will understand that when asking about and describing what people are doing, verb endings may change.

**Essential Questions:** What activities do I like/dislike doing? What do my friends and family like to do? Do people in other parts of the world do similar things that we do here? What are the different ways I can describe the weather? How can I make plans with someone using French?

**Unit Assessment:** Integrated Performance Assessment: Interpersonal and Presentational modes.

<table>
<thead>
<tr>
<th>Core Content</th>
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<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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<tr>
<td>Cumulative Progress Indicators</td>
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<tr>
<td>What students will know.</td>
<td>Present activities using TPR</td>
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<tr>
<td>What students will be able to do.</td>
<td>LOTO icebreaker with activities to find classmates who likes to do what.</td>
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<tr>
<td>How to ask and respond to questions about activities</td>
<td>Ball toss: Discussion T-S-T to describe the weather and activities you and others do.</td>
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<tr>
<td>How to use the singular forms of -er verbs, faire, dormir, lire</td>
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<tr>
<td>How to use a singular verb plus infinitive</td>
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<tr>
<td>J’aime…</td>
<td>Identify daily activities</td>
<td></td>
</tr>
<tr>
<td>Je veux…</td>
<td>Express likes and dislikes</td>
<td></td>
</tr>
<tr>
<td>Je voudrais…</td>
<td>Express wishes</td>
<td></td>
</tr>
<tr>
<td>How to use the singular forms of -er verbs, faire, dormir, lire</td>
<td>Describe what people are doing</td>
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<tr>
<td>How to use a singular verb plus infinitive</td>
<td>Ask and Respond</td>
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<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
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<tr>
<td>7.1.NM.A.2 Demonstrate comprehension of simple, oral</td>
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### Activities Around the World (con't)

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<tr>
<th>Cumulative Progress Indicators</th>
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<tbody>
<tr>
<td>and written directions, commands, and requests through appropriate physical response.</td>
<td>Vocabulary for select activities, places and weather expressions.</td>
<td>Extend/Accept/Reject invitations</td>
<td>&quot;Jacques a dit&quot; (Simon Says) using sports and other activities.</td>
<td>Projects</td>
</tr>
<tr>
<td>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td>Negation : ne......pas</td>
<td>Describe the weather</td>
<td>&quot;Magic Bag&quot; to identify activities.</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>Prepositions</td>
<td></td>
<td>&quot;Flyswatter game&quot;: weather, seasons, and activities.</td>
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</tr>
<tr>
<td>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.</td>
<td>Adverbs</td>
<td></td>
<td>&quot;Chalkboard relay race&quot; to write activities on the board based on season, weather or geographic location.</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</td>
<td>(Qu’)Est-ce que tu…? Où</td>
<td>Pictionary/charades: weather or activities.</td>
<td>Using maps, students identify francophone countries and the weather they might experience for each of the four seasons.</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in</td>
<td>Quand... ? Comment... ? À quelle heure... ? Avec qui... ?</td>
<td>Interview a classmate to find out what they like to do and where, when, and with whom they do it.</td>
<td>Class survey using graphic organizer; what activities do you like/dislike and how often are they done.</td>
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</table>

**Vocabulary for select activities, places and weather expressions:**

- Negation : ne......pas
- Prepositions
- Adverbs
- (Qu’)Est-ce que tu…? Où
- Quand... ? Comment... ? À quelle heure... ? Avec qui... ?

**Activities/Strategies:**

- "Magic Bag" to identify activities.
- "Flyswatter game": weather, seasons, and activities.
- "Chalkboard relay race" to write activities on the board based on season, weather or geographic location.
- Pictionary/charades: weather or activities.

**Assessment Check Points:**

- Projects
- Interview a classmate to find out what they like to do and where, when, and with whom they do it.
- Class survey using graphic organizer; what activities do you like/dislike and how often are they done.
- Paired Practice: Using digital voice recorders ask and respond to questions about activities and make plans.
<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
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<tr>
<td>age-appropriate classroom and cultural activities.</td>
<td>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td></td>
<td></td>
<td>Virtual visit to a Francophone amusement park</td>
</tr>
<tr>
<td>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
<td></td>
<td></td>
<td>Describe what programs you might watch on television and when by checking French cable internet page.</td>
</tr>
<tr>
<td>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</td>
<td>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
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<td>Choose activities to do with friends or family at a mountain resort in Quebec by examining its website.</td>
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<td>Plan a trek through the desert in Algeria or identify beach and water activities one might do at a resort in Haiti by interpreting web pages for each.</td>
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<td></td>
<td>Research and present weather conditions and temperatures in different parts of the francophone world using French websites.</td>
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</table>
# Activities Around the World (con’t)

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<td><strong>What students will be able to do.</strong></td>
<td>Technology Implementation/ Interdisciplinary Connections</td>
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<td><strong>Technology Implementation/ Interdisciplinary Connections</strong></td>
<td><strong>Assessment Check Points</strong></td>
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<tr>
<td>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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<tr>
<td>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
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<tr>
<td>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
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</table>

**Resources:**

**Discovering French Bleu: Première Partie**


Companion website for the textbook. Students may access an online workbook, audio flashcards, culture and geography pages, online quizzes, and relevant webquests.

www.edisonmsfrench.wikispaces.com

Website for Edison Middle School French Teachers to share ideas and post documents to support curriculum.

A variety of activities for all three modes of communication may be planned around the following websites:

http://activite.paris.fr/

A website to choose from over 150 different activities to participate in. Schedules and locations are included.

http://www.jeunes.paris.fr/

Find information on what’s new for kids and adolescents in Paris.

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Repeat/clarify instructions
Reinforce verbal with visual cues
Use smaller checks for progress on long term assignments
Do not require student to read orally
Encourage correct spelling
Teach student to highlight or circle important info
Provide graphic organizers
Use highlighters to help student focus on important info
Use a timer to keep student aware of time (in order to complete assignment)
Provide checklist for completing assignments
Limit the length of written assignments
Give choices when student has difficulty producing
<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
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<tbody>
<tr>
<td><a href="http://zeribavoyage.free.fr/nav/page2.html">http://zeribavoyage.free.fr/nav/page2.html</a></td>
<td>Get information about trekking through the Sahara in Algeria from this website.</td>
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<tr>
<td><a href="http://www.voyagidees.com/voyage-Labadee/informations.html">http://www.voyagidees.com/voyage-Labadee/informations.html</a></td>
<td>Find out what there is to do at a beach resort in Haiti.</td>
</tr>
<tr>
<td><a href="http://www.ville.quebec.qc.ca/citoyens/loisirs_sports/index.aspx">http://www.ville.quebec.qc.ca/citoyens/loisirs_sports/index.aspx</a></td>
<td>Discover the different places in Quebec City where one can do a variety of indoor and outdoor activities.</td>
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<tr>
<td><a href="http://www.tremblant.ca/index-f.htm">http://www.tremblant.ca/index-f.htm</a></td>
<td>Plan a trip for any season to this Quebec mountain resort. Skiing, snowboarding, climbing, hiking and golf are just a few activities Mont Tremblant offers.</td>
</tr>
<tr>
<td><a href="http://www.laronde.com/larondefr/">http://www.laronde.com/larondefr/</a></td>
<td>Visit this Montreal amusement park which is part of the 6 flags chain.</td>
</tr>
<tr>
<td><a href="http://www.studentsoftheworld.info/menu_schools_fr.php3">http://www.studentsoftheworld.info/menu_schools_fr.php3</a></td>
<td>Useful site to get information about what students like to do around the world, including information on France, Algeria, Canada, and other francophone countries.</td>
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<tr>
<td>Activities Around the World (con’t)</td>
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<td>Provide study guides</td>
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<td>Break down complex tasks (i.e. on open ended questions-number or bullet each part so student is able to focus and complete all items)</td>
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<td>Provide feedback as to the appropriateness of behavior</td>
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**Les animaux**

**Targeted State Standards:**

**Communication:**
Students engage in conversation and ask and answer questions about animals.
Students present descriptive information.
Students read descriptive information.

**Culture:**
Students examine animals used in idiomatic expressions.
Students examine animals used in song.

**Connections:**
Students examine the climate and fauna of typical biomes on our planet.

**Comparison:**
Students examine understanding of culture through comparing onomatopoeias of animal sounds in French and English.

**Unit Objectives/Enduring Understandings:** Students will be able to ask and answer information questions. Students will be able to understand that verb endings change depending on the subject being singular or plural.

**Essential Questions:** How do I ask and answer questions? To what extent can I ask for and give information in French?

**Unit Assessment:** Interpersonal and presentational assessment (see appendix I)

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<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td>Adjective agreement 3rd person singular and plural of: selected -er,-ir,-re verbs, select irregular verbs (courir, dire); être, avoir. Question formation with 'est-ce que' Question formation with inversion</td>
<td>Identify animals with regards to their: environments, locomotion, diet, physical characteristics, color Ask and answer both yes/no and information questions</td>
<td>Charades Pictionary 20 questions Survey paired with Family feud (name an animal that walks, survey says)</td>
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<td>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests</td>
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<td>through appropriate physical response.</td>
<td>Question formation with interrogative words.</td>
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<td>Research biomes for powerpoint presentation, movie maker, or photo story. Close activities with songs. Create hybrid animals and describe them. Examine 4 animals from 4 francophone regions studied (France - le sanglier, le Canada - le caribou or le castor, Les antilles – le lambi, l'Afrique - le gorille).</td>
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<tr>
<td>7.1.NM.B.3 Imitate appropriate gestures and</td>
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### Les animaux (con’t)

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<td><strong>What students will be able to do.</strong></td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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### Resources:

- Discovering French: Bleu
  - [www.edisonmsfrench.wikispaces.com](http://www.edisonmsfrench.wikispaces.com)
  - [http://www.biodome.qc.ca/](http://www.biodome.qc.ca/)

### Instructional Adjustments:

- Repeat/clarify instructions
- Reinforce verbal with visual cues
- Use smaller checks for progress on long term assignments
- Do not require student to read orally
- Encourage correct spelling
- Teach student to highlight or circle important info
- Provide graphic organizers
- Use highlighters to help student focus on important info
- Use a timer to keep student aware of time (in order to complete assignment)
Les animaux (con’t)

| Provide checklist for completing assignments  |
| Limit the length of written assignments    |
| Give choices when student has difficulty producing answer to question |
| Offer opportunities for reinforcement and review |
| Alert student to teacher redirections by setting the stage (i.e. “This is important”) |
| Provide ample wait time (“I’ll wait till there are at least 5 hands up before I call on someone) |
| Add page numbers to assignments             |
| Highlight/bold key words                    |
| Seat student away from distractions         |
| Preferred seating                          |
| Redirect to task (eye contact-proximity/move closer to student-tap on desk) |
| Provide or requires organizational assistance |
| Provide extra set of books (home)           |
| Initial planner                            |
| Maintain contact with parents               |
| Reduce board/text copying                  |
| Allow student to use teacher/student’s notes as copy |
| Set up responsible buddy/peer               |
| Reduce class work/homework                 |
| Monitor student behavior                    |
| Encourage student to type work             |
| Accept preferred mode of writing           |
| Have student repeat directions             |
| Check work early into completion to ensure student understands expectations |
| Extended time on tests/quizzes             |
| Narrow down options on multiple choice assessments |
| Take tests orally                          |
| Read test to student                       |
| Allow student to write on test             |
| Disregard spelling                         |
| Grade on content only                      |
| Provide word banks                         |
| Extended time on projects                  |
| Vary test items to include true/false, matching, multiple choice and essay questions |
| Provide study guides                       |
| Break down complex tasks (i.e. on open ended questions-number) |
Les animaux (con’t)

| or bullet each part so student is able to focus and complete all items) |
| Provide success-oriented experiences |
| Provide a peer tutor for student |
| Give frequent, brief, positive feedback about daily work |
| Clearly define limits and expectations |
| Allow student to feel free to request repetition of instructions |
| Require independence |
| Praise attempts at independence |
| Use behavior modification system |
| Provide feedback as to the appropriateness of behavior |
Mon voyage à Paris

Targeted State Standards:
communication:
Students engage in conversation and ask and answer questions about traveling in Paris.
Students interpret a map.
Students read brief written descriptions of Parisian landmarks and places.

Culture:
Students examine Paris and French specialty stores.

Comparison:
Students examine understanding of culture through comparing the city of Edison to Paris.

Connections:
Students examine the connection between the Eiffel Tower and the Statue of Liberty.

Unit Objectives/Enduring Understandings: Students will be able to understand that the near future requires a form of the verb aller and the infinitive of a verb.

Essential Questions: How do I give and/or follow directions? How do I describe places?

Unit Assessment: Interpretive assessment (Additionally, a presentational assessment for the everyday French classes)

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<tr>
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<tr>
<td>What students will know.</td>
<td>Identify places in a city</td>
<td>Assessment Check Points</td>
</tr>
<tr>
<td>Concepts</td>
<td>Describe places</td>
<td>Vocabulary and grammar quizzes</td>
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<td>What students will be able to do.</td>
<td>Express preferences</td>
<td>Homework</td>
</tr>
<tr>
<td>Skills</td>
<td>Describe what people are going to do</td>
<td>Participation</td>
</tr>
<tr>
<td>Activities/Strategies</td>
<td>Ask and Respond to directions</td>
<td>Dialogues and role play</td>
</tr>
<tr>
<td>Technology Implementation/</td>
<td>Research landmarks in and around Paris using French websites.</td>
<td>projects</td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td>Present places using TPR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give directions in pairs</td>
<td></td>
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<td></td>
<td>Draw and label neighborhood</td>
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### Mon voyage à Paris (cont.)

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<td>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td>Everyday French Contractions of prepositions and definite articles.</td>
<td>Draw a city area based on a description</td>
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<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
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**Resources:**
  - [www.fromers.com/paris](http://www.fromers.com/paris)
  - [www.cntravellers.com/guides/europe/france/paris](http://www.cntravellers.com/guides/europe/france/paris)
- Paris Travel Maps: frommers
  - [www.mapsofworld.com/FranceMap](http://www.mapsofworld.com/FranceMap)
- Flights: [www.Airfrance.us](http://www.Airfrance.us)

**Instructional Adjustments:**
- Repeat/clarify instructions
- Reinforce verbal with visual cues
- Use smaller checks for progress on long term assignments
- Do not require student to read orally
- Encourage correct spelling
- Teach student to highlight or circle important info
- Provide graphic organizers
- Use highlighters to help student focus on important info
- Use a timer to keep student aware of time (in order to complete assignment)
- Provide checklist for completing assignments
- Limit the length of written assignments
- Give choices when student has difficulty producing answer

**Discovering French Bleu**  Valette Valette  D.C. Heath and Company  2001
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## Les Vêtements

**Targeted State Standards:**

**communication:**
- Students present information about clothing.
- Students express opinions and preferences about outfits.
- Students read brief written descriptions of clothing outfits.

**Culture:**
- Students examine French department stores.
- Students examine French fashion houses.
- Students examine the Euro monetary system.

**Comparison:**
- Students examine understanding of culture through comparing the city of “haute couture” and “prêt-à-porter”.
- Students examine understanding of culture through comparing attitudes about clothing between America and French-speaking countries.
- Students examine understanding of culture through comparing Dollars and Euros.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that in order to describe an object, articles and adjectives must agree in gender and number.

**Essential Questions:**
- How describe an article of clothing?
- How do I express my choices in clothing?
- How do I tell how much something costs?

**Unit Assessment:** presentational assessment (Additionally, an interpretive assessment for the everyday French classes)

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<td>Activities/Strategies Technology Implementation/Interdisciplinary Connections</td>
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<td>Adjective agreement in number and gender</td>
<td>Identify departments in a department store</td>
<td>Research department stores, boutiques, and/or fashion houses</td>
</tr>
<tr>
<td>Placement of select adjectives</td>
<td>Describe clothing</td>
<td>TPR with clothing</td>
</tr>
<tr>
<td>Everyday French select irregular adjectives</td>
<td>Express preferences</td>
<td>Design outfits for specific occasions</td>
</tr>
<tr>
<td>Euros</td>
<td>Identify what people are wearing</td>
<td>Pictionary</td>
</tr>
<tr>
<td>Numbers to 1000</td>
<td>Identify prices in Euros</td>
<td>Charades</td>
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<td>Select stem-changing verbs</td>
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<td>Participation</td>
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<td>Dialogues and role play projects</td>
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<td>Discovering French Bleu Valette</td>
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</tr>
<tr>
<td>D.C. Heath and Company 2001</td>
<td>Reinforce verbal with visual cues</td>
</tr>
<tr>
<td>Dept. Stores:</td>
<td>Use smaller checks for progress on long term assignments</td>
</tr>
<tr>
<td>haussman.galerieslafayette</td>
<td>Do not require student to read orally</td>
</tr>
<tr>
<td><a href="http://www.lebonmarche.com">www.lebonmarche.com</a></td>
<td>Encourage correct spelling</td>
</tr>
<tr>
<td>departmentsstoreparis.printemps.com</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.About.com.ParisTravel">www.About.com.ParisTravel</a></td>
<td>Teach student to highlight or circle important info</td>
</tr>
<tr>
<td><a href="http://www.parisperfect.com/paris-shopping.../parisdepartmentdepartment-stores.php">www.parisperfect.com/paris-shopping.../parisdepartmentdepartment-stores.php</a></td>
<td>Provide graphic organizers</td>
</tr>
<tr>
<td>Boutiques:</td>
<td>Use highlighters to help student focus on important info</td>
</tr>
<tr>
<td><a href="http://www.fodors.com">www.fodors.com</a> Forums Europe Paris</td>
<td>Use a timer to keep student aware of time (in order to complete assignment)</td>
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<td>Fashion Houses:</td>
<td>Provide checklist for completing assignments</td>
</tr>
<tr>
<td><a href="http://www.chanel.com">www.chanel.com</a></td>
<td>Limit the length of written assignments</td>
</tr>
<tr>
<td><a href="http://www.dior.com">www.dior.com</a></td>
<td>Give choices when student has difficulty producing answer to question</td>
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| Instructional Adjustments:      | Accept preferred mode of writing                                        |
| Repeat/clarify instructions     |                                                                 |
| Reinforce verbal with visual    |                                                                 |
| Use smaller checks for progress |                                                                 |
| Do not require student to read  |                                                                 |
| Encourage correct spelling      |                                                                 |
| Teach student to highlight or   |                                                                 |
| circle important info           |                                                                 |
| Provide graphic organizers      |                                                                 |
| Use highlighters to help        |                                                                 |
| student focus on important info |                                                                 |
| Provide checklist for           |                                                                 |
| completing assignments          |                                                                 |
| Limit the length of written    |                                                                 |
| assignments                    |                                                                 |
| Give choices when student has   |                                                                 |
| difficulty producing answer to  |                                                                 |
| question                        |                                                                 |
| Offer opportunities for         |                                                                 |
| reinforcement and review        |                                                                 |
| Alert student to teacher        |                                                                 |
| redirections by setting the     |                                                                 |
| stage (i.e. "This is important") |                                                                 |
| Provide ample wait time         |                                                                 |
| ("I'll wait till there are at   |                                                                 |
| least 5 hands up before I call  |                                                                 |
| on someone)                     |                                                                 |
| Add page numbers to assignments |                                                                 |
| Highlight/bold key words        |                                                                 |
| Seat student away from         |                                                                 |
| distractions                    |                                                                 |
| Preferred seating               |                                                                 |
| Redirect to task (eye contact-  |                                                                 |
| proximity/move closer to        |                                                                 |
| student-tap on desk)            |                                                                 |
| Provide or requires             |                                                                 |
| organizational assistance       |                                                                 |
| Provide extra set of books      |                                                                 |
| (home)                         |                                                                 |
| Initial planner                 |                                                                 |
| Maintain contact with parents   |                                                                 |
| Reduce board/text copying       |                                                                 |
| Allow student to use teacher/   |                                                                 |
| student’s notes as copy         |                                                                 |
| Set up responsible buddy/peer   |                                                                 |
| Reduce class work/homework      |                                                                 |
| Monitor student behavior        |                                                                 |
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**Mon weekend passé**

**Targeted State Standards:**

**communication:**
Students present information about past events.
Students read brief written descriptions of past events.
Students ask and answer questions about past events.

**Culture:**
Students examine leisure and weekend activities in France, Québec, Haïti, and Algérie.

**Comparison:**
Students examine understanding of the target language by comparing with their native language how to express completed past actions.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that in order to describe an event in the past, they must have a auxiliary verb and a past participle. Students will be able to understand that certain verbs use different auxiliary verbs in the past. Students will be able to understand that verbs that use être as the auxiliary will show agreement of the participle with the subject in gender and number.

**Essential Questions:** How do I express completed actions in the past? How do I express going somewhere in the past? How do I express events that didn’t happen in the past?

**Unit Assessment:** presentational assessment (Additionally, an interpretive assessment for the everyday French classes)

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| 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. | **Concepts**  
Passé composé of regular verbs  
Passé composé of select irregular verbs  
Passé composé of aller  
Negative in passé composé  
Adverbs of time and sequence of action  
Everyday students : passé | **Skills**  
Express completed past events  
Identify what people did and didn’t do in the past  
Sequence events | **Technology Implementation/Interdisciplinary Connections**  
Pictionary  
Charades  
Flyswatter (choose appropriate image)  
Stories / storybooks / picture books  
Short videos (i.e. youtube) | Vocabulary and grammar quizzes  
Homework  
Worksheets  
Participation  
Dialogues and role play |
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<td>Everyday students: forming question in passé composé</td>
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<td>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
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</table>
## Mon weekend passé (cont.)

### Resources:
Discovering French Bleu  Valette Valette  D.C. Heath and Company  2001

Short stories :  [www.historiettes.fr](http://www.historiettes.fr)
[http://site.zep.vallons.free.fr/Ecoles/Perrin/contes/Afrique/afrique.html](http://site.zep.vallons.free.fr/Ecoles/Perrin/contes/Afrique/afrique.html)

Contes pour les enfants en francais:

- [www.iletaitunehistoire.com](http://www.iletaitunehistoire.com)
- [www.jedessine.com/lecture](http://www.jedessine.com/lecture)
- [www.historiettes.fr](http://www.historiettes.fr)
- [www.librarything.com/subject/Children's+stories,+French](http://www.librarything.com/subject/Children's+stories,+French)
- [www.youtube.com/watch?v=Q-VNTqB6v4](http://www.youtube.com/watch?v=Q-VNTqB6v4)

Audio books:
About.com  French language

short videos
french roast :  [http://www.youtube.com/watch?v=jbFhATUfuow](http://www.youtube.com/watch?v=jbFhATUfuow)
Oktapodi:  [http://www.youtube.com/watch?v=badHUNl2HXU](http://www.youtube.com/watch?v=badHUNl2HXU)

### Instructional Adjustments:
- Repeat/clarify instructions
- Reinforce verbal with visual cues
- Use smaller checks for progress on long term assignments
- Do not require student to read orally
- Encourage correct spelling
- Teach student to highlight or circle important info
- Provide graphic organizers
- Use highlighters to help student focus on important info
- Use a timer to keep student aware of time (in order to complete assignment)
- Provide checklist for completing assignments
- Limit the length of written assignments
- Give choices when student has difficulty producing answer to question
- Offer opportunities for reinforcement and review
- Alert student to teacher redirections by setting the stage (i.e. “This is important”)
- Provide ample wait time (“I'll wait till there are at least 5 hands up before I call on someone)
- Add page numbers to assignments
- Highlight/bold key words
- Seat student away from distractions
- Preferred seating
- Redirect to task (eye contact-proximity/move closer to student-tap on desk)
- Provide or requires organizational assistance
- Provide extra set of books (home)
- Initial planner
- Maintain contact with parents
- Reduce board/text copying
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- Encourage student to type work
- Accept preferred mode of writing
| Mon weekend passé (cont.) | Have student repeat directions  
Check work early into completion to ensure student understands expectations  
Extended time on tests/quizzes  
Narrow down options on multiple choice assessments  
Take tests orally  
Read test to student  
Allow student to write on test  
Disregard spelling  
Grade on content only  
Provide word banks  
Extended time on projects  
Vary test items to include true/false, matching, multiple choice and essay questions  
Provide study guides  
Break down complex tasks (i.e. on open ended questions-number or bullet each part so student is able to focus and complete all items)  
Provide success-oriented experiences  
Provide a peer tutor for student  
Give frequent, brief, positive feedback about daily work  
Clearly define limits and expectations  
Allow student to feel free to request repetition of instructions  
Require independence  
Praise attempts at independence  
Use behavior modification system  
Provide feedback as to the appropriateness of behavior |
La nourriture

Targeted State Standards:

**communication:**
Students express preferences about foods.
Students read menus.
Students ask and answer questions about foods.

**Culture:**
Students examine traditional foods from France, Québec, Haïti, and Algérie.
Students examine French influence on cuisine.

**Comparison:**
Students examine understanding of culture by comparing typical meals and attitudes towards food.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that forms of politeness are used when interacting with restaurant staff.

**Essential Questions:** How do I order food and drink in a restaurant or café? How do I pay? How do I choose food based on my likes or dietary requirements?

**Unit Assessment:** interpersonal assessment (Additionally, a presentational assessment for the everyday French classes)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/ Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
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<tbody>
<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td>Definite and indefinite articles Partitive articles Forms of politeness Prices</td>
<td><strong>Express</strong> likes and dislikes about food  <strong>Ask and Answer</strong> about ingredients in dishes. <strong>Read</strong> a menu <strong>Identify</strong> food categories</td>
<td>Pictionary Charades Flyswatter (choose appropriate image)</td>
<td>Vocabulary and grammar quizzes Homework worksheets Participation Dialogues and role play</td>
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<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
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<td>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
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<td>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
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<td>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
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<td>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in</td>
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other content areas.

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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| La nourriture (cont.) | Praise attempts at independence  
Use behavior modification system  
Provide feedback as to the appropriateness of behavior |
Appendices
Suggested Vocabulary
French 6
Qui suis-je?
Suggested Vocabulary

les jours et les mois

lundi – monday
mardi – tuesday
mercredi – wednesday
jeudi – thursday
vendredi – friday
samedi – saturday
dimanche – sunday
janvier – january
février – February
mars – March
avril – April
mai – May
juin – June
juillet – July
août – August
septembre – September
octobre – October
novembre – November
décembre – December
le premier – the first
aujourd’hui – today
demain – tomorrow

les numéros

zéro – 0
un – 1
deux – 2
trois – 3
quatre – 4
cinq – 5
six – 6
sept – 7
huit – 8
neuf – 9
dix – 10
onze – 11
douze – 12
treize – 13
quatorze – 14
quinze – 15
seize – 16
dix-sept – 17
dix-huit – 18
dix-neuf – 19
vingt – 20
trente – 30
quarante – 40
cinquante – 50
soixante – 60
soixante-dix – 70
quatre-vingt – 80
quatre-vingt-dix – 90
cent – 100
mille – 1000

questions et réponses

Comment t’appelles-tu?
   Je m’appelle…
Quel âge as-tu?
   J’ai … ans.
D’où es-tu?
   Je suis de….
Où habites-tu?
   J’habite à …
Comment ça va? Comment allez-vous?
   Ça va très bien
   Ça va bien
   Ça va comme ci, comme ça,
   Ça va mal
   Ça va très mal.
C’est quand, ton anniversaire?
   Mon anniversaire est le…
Comment es-tu?
   Je suis….
Comment est-il? Comment est-elle?
   Il est… elle est…
Qui est-ce?
   C’est…
Comment s’appelle…?
Il s’appelle… Elle s’appelle…

Les adjectifs

petit - small
grand - big
content - happy
triste - sad
fort - strong
faible - weak
blond - light-haired
brun - dark-haired
sympathique - nice
méchant - mean
stupide - dumb
intelligent - smart
beau/belle - handsome/beautiful
laid - ugly
joli - pretty
jeune - young
vieux/vieille - old
riche - rich
pauvre - poor
timide - shy
amusant - fun, funny
fatigué - tired
mignon/mignonne - cute
bête - silly
sportif/sportive - athletic
important - important
intéressant - interesting
français - french
anglais - english
américain - american
canadien - canadian

la famille et les personnes

un garçon - boy
une fille - girl
monsieur - mister
madame - misses
mademoiselle - miss
un père - father
une mère - mother
une soeur - sister
un frère - brother
un cousin - male cousin
une cousine - female cousin
un oncle - uncle
une tante - aunt
un grand-père - grandfather
une grand-mère - grandmother
un chat - cat
un chien - dog
un ami - male friend
une amie - female friend
un copain - male friend
une copine - female friend

en classe

bonjour - hello
puis-je aller aux toilettes? - can I go to the bathroom?
puis-je aller à la fontaine? - can I go get a drink?
puis-je aller à mon casier? - can I go to my locker?
puis-je tailler mon crayon? - can I sharpen my pencil?
au revoir - good-bye
salut - hey/see ya
Ma journée à l’école

Suggested Vocabulary

les objets masculins

- (du) scotch-tape
- un bureau-desk
- un cahier-notebook
- un calendrier
- un caméscope- videocamera
- un classeur- binder
- un crayon- pencil
- un disque blu-ray-blu-ray disc
- un drapeau-flag
- un effaceur- chalkboard eraser
- un élastique- rubber band
- un horloge
- un ipod
- un kleenex-tissue
- un lecteur dvd/blu-ray-dvd player
- un livre- a book
- un netbook- netbook
- un ordinateur portable/tablette-laptop, tablet
- un ordiphone/smartphone- smartphone
- un perforateur- hole puncher
- un pupitre-student desk
- un recyclage-recycling
- un rétroprojecteur- projector
- un sac- a bag
- un stylo- pen
- un surligneur- hi-lighter
- un tableau (noir)- (black) board
- un téléphone portable- cellphone
- un trombone-paperclip

- une gomme-eraser
- une lumière
- une porte- door
- une poubelle- garbage
- une règle- ruler
- une table- table
- une télévision- tv

les sujets

- l’histoire
- la musique
- les sciences
- les mathématiques
- l’éducation physique / le sport
- l’art
- le déjeuner
- le français
- l’anglais
- l’espagnol
- l’atelier
- la santé

les couleurs

- blanc
- bleu
- rouge
- gris
- jaune
- marron
- noir
- orange
- rose
- vert
- violet

les personnes

- Monsieur
- Madame
- Mademoiselle

les objets féminins

- des oreillettes-earbuds, headphones
- une chaise- chair
- une agrafeuse- stapler
- une calculatrice
- une craie- piece of chalk
- une fenêtre-window
- une feuille de papier-looseleaf paper
un professeur (un prof/une prof)

**les numéros ordinaux**

premier/première
deuxième
troisième
quatrième
cinquième
sixième
septième
huitième
neuvième
dixième

**mes préférences**

j’aime…
je n’aime pas…
je préfère…
je déteste…

**l’heure**

une heure
midi
minuit
il est …
à

**questions**

À quelle heure est… ?
    c’est à…heures.
Quelle classe est-ce que tu as ?
    j’ai…
De quoi est-ce que tu as besoin pour… ?
    j’ai besoin de…
De quelle couleur est… ?
    C’est…\"
French 7
Les activités du monde
Suggested Vocabulary

les verbes
avoir – to have
être - to be
faire - to do
aimer - to like, love
détester - to hate

parler – to talk, speak
téléphoner – to talk on the phone
manger – to eat
chanter – to sing
danser – to dance
nager – to swim
jouer – to play
dîner – to eat dinner
regarder – to look at, watch
écouter – to listen to
voyager – to travel
étudier – to study
travailler – to work
dessiner – to draw
oublier – to forget
habiter – to live
inviter – to invite
organiser – to organize
visiter – to visit (a place)

lire – to read
dormir – to sleep
commencer – to start
arrêter – to stop
choisir – to choose
faire du vélo - to ride a bike
faire attention – to pay attention
faire une promenade – to take a stroll
faire un match – to play a game

faire un voyage – to take a trip
faire du camping – to go camping
courir – to run

Les mots importants
oui – yes
non – no
et – and
ou – or
C’est – this is, it is
après – after
avec – with
beaucoup – a lot
un peu – a little
maintenant – now
toujours – always
souvent – often
parfois- sometimes
rarement – rarely
ne…jamais- never
ne… pas – not
J’aime- I like
Je n’aime pas- I don’t like
Je veux- I want
Je voudrais- I would like
Je préfère – I prefer

Le temps et les saisons
Quel temps fait-il? – what’s the weather?
Il fait beau – it’s beautiful
Il fait chaud – it’s hot
Il fait froid – it’s cold
Il fait frais – it’s cool
Il fait du vent – it’s windy
Il fait mauvais – it’s bad weather
Il fait du soleil – it’s sunny
Il pleut – it’s raining
Il neige – it’s snowing

Été - summer
Automne - fall
Hiver - winter
Printemps - spring
es sports
le basket - basketball
le tennis - tennis
le foot(ball) - soccer
le football américain - football
le baseball - baseball
le cricket - cricket
le volley-volleyball
le badminton - badminton
la boxe - boxing
la lutte - wrestling
l’athlétisme - track and field
la gymnastique - gymnastics
l’escalade - rock climbing
l’hockey - hockey
la musculation - weightlifting
la natation - swimming

les endroits
ici - here
là - there
là-bas - over there
en classe - in class
en ville - downtown
en vacances - on vacation
au café - in the cafe
au restaurant - in the restaurant
au cinéma - at the movies
à la maison - at home

les questions
(Qu’)Est-ce que tu...?- (what) do you...?
Où...?- where...?
Quand...?- when...?
Comment...?- how...?
À quelle heure...?- at what time...?
Avec qui...?- with who...?
Les animaux

Suggested Vocabulary

le corps

un bras – arm
un cou – neck
un nez – nose
un oeil (des yeux) – eye (eyes)
une bouche – mouth
une dent – tooth
une jambe – leg
une langue – tongue
une oreille – ear
une tête – head
une patte – animal foot
un bec – a beak
la fourrure – fur
une écaille – a scale
une corne – a horn
une queue – a tail
une aile – a wing
une plume – a feather
une nageoire – a fin

des insectes

des plantes

l’herbe

des fruits

des grains

les verbes

dit

marche

court

nage

vole

saute

grime

rampe

glisse

se déplace

Questions

Où

Quand

Pourquoi

Comment

Que / quoi

Qui

Combien

les endroits

la maison – a home

la ferme - farm

la forêt - forest

le désert – desert

la montagne - mountain

la forêt tropicale / la jungle – jungle

la toundra - tundra

la prairie – plains

la taiga – evergreen forest

la savane - savannah

Les adjectifs

sauvage – wild

domestique - tame

difficile – hard

facile – easy

vrai – true

faux – false

pareil – same

différent – different

herbivore – eats plants

carnivore – eats meat

omnivore – eats meat and plants

l’alimentation

des animaux / la viande

des poissons
le zoo – zoo
l’eau douce – fresh water
le fleuve - river
le lac - lake
l’eau des mers – salt water
l’océan – ocean
la mer - sea
partout – everywhere
la terre – earth, land

les animaux
un chat - cat
un chameau - camel
un cheval – horse
un chien - dog
un cochon - pig
un crocodile - crocodile
un éléphant – elephant
un hamster – hamster
un lapin - rabbit
un lézard - lizard
un lion - lion
un mouton - sheep
un oiseau - bird
un ours - bear
un poisson - fish
un poisson rouge - goldfish
un serpent - snake
un tigre - tiger
un zèbre - zebra
une baleine - whale
une girafe - giraffe
une poule - chicken
une vache - cow
une tortue – turtle
un animal de compagnie – pet
Il y a
un aéroport
un bâtiment
un centre commercial
un château
un cinéma
un collège
un endroit
un hôpital
un hôtel de ville
un magasin
un monument
un musée
un parc
un parc d’attraction
un pont
un quartier
un stade
un supermarché
un temple
un théâtre
un village
une banque
une bibliothèque
une boulangerie
une carte postale
une école
une église
une gare
une librairie
une mosquée
une pâtisserie
une pharmacie
une photo
une piscine
une place
une plage
une poste
une rue
une station-service
une synagogue
une université
<table>
<thead>
<tr>
<th>French Word</th>
<th>French Translation</th>
<th>French Word</th>
<th>French Translation</th>
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</thead>
<tbody>
<tr>
<td>une ville</td>
<td>antique</td>
<td>une voiture</td>
<td>impréssioniste</td>
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<tr>
<td>le métro</td>
<td>moderne</td>
<td>admirer</td>
<td>renaissance</td>
</tr>
<tr>
<td>arriver</td>
<td>gauche</td>
<td>continuer</td>
<td>droite</td>
</tr>
<tr>
<td>faire le manège</td>
<td>tout droit</td>
<td>monter</td>
<td>près (de)</td>
</tr>
<tr>
<td>prendre</td>
<td>loin (de)</td>
<td>rester</td>
<td>jusqu’à</td>
</tr>
<tr>
<td>tourner</td>
<td>chez</td>
<td>voir</td>
<td>à</td>
</tr>
</tbody>
</table>
Les vêtements
Suggested Vocabulary

le rayon de femmes  le rayon d’hommes
le manteau  le manteau
l’imperméable  l’imperméable
la robe  le costume
le chemisier  la chemise
la jupe  la cravate
le pantalon  le pantalon
la veste  la veste
le pull  le pull
le maillot  le maillot
le tricot; le chandail  le tricot; le chandail
le jean  le jean
le bouson  le bouson
les chaussettes  les chaussettes
le survêtement; le jogging  le survêtement; le jogging
le tee-shirt  le tee-shirt
le sweat  le sweat
le short  le short
la capuche  la capuche
le maillot de bain  le maillot de bain
le chapeau  le chapeau
la ceinture  la ceinture
le foulard; l’écharpe  le foulard
les lunettes  les lunettes
les lunettes de soleil  les lunettes de soleil
les gants  les gants
les chaussures; les souliers  les chaussures; les souliers
les baskets  les baskets
les sandales  les sandales
les bottes  les bottes
mettre  coûter

les boucles d’oreilles  cher/chère
le collier  bon marché
le bracelet  rayé
la bague  à motif
la montre  clair

chercher  foncé
essayer  long/longue
acheter  court
payer
petit  jaune
grand  orange
démodé
usé  l’argent
à la mode  un euro
chic  dix
trop  vingt
bleu  trente
vert  quarante
gris  cinquante
brun/marron  soixante
noir  soixante-dix
rouge  quatre-vingts
blanc/blanche  quatre-vingt-dix
violet  cent
rose  mille
## French 8

**Mon weekend passé**

### Suggested Vocabulary

<table>
<thead>
<tr>
<th>French</th>
<th>French</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>acheter</td>
<td>faire</td>
<td>ramper</td>
</tr>
<tr>
<td>aider</td>
<td>fermer</td>
<td>regarder</td>
</tr>
<tr>
<td>aimer</td>
<td>finir</td>
<td>rencontrer</td>
</tr>
<tr>
<td>aller</td>
<td>grandir</td>
<td>rentrer</td>
</tr>
<tr>
<td>attendre</td>
<td>grimper</td>
<td>réparer</td>
</tr>
<tr>
<td>avoir</td>
<td>habiter</td>
<td>répondre</td>
</tr>
<tr>
<td>chanter</td>
<td>jouer</td>
<td>rester</td>
</tr>
<tr>
<td>choisir</td>
<td>lancer</td>
<td>rougir</td>
</tr>
<tr>
<td>danser</td>
<td>laver</td>
<td>sauter</td>
</tr>
<tr>
<td>dessiner</td>
<td>manger</td>
<td>téléphoner</td>
</tr>
<tr>
<td>détester</td>
<td>marcher</td>
<td>toucher</td>
</tr>
<tr>
<td>dormir</td>
<td>mettre</td>
<td>travailler</td>
</tr>
<tr>
<td>écouter</td>
<td>nager</td>
<td>vendre</td>
</tr>
<tr>
<td>effacer</td>
<td>nettoyer</td>
<td>venir</td>
</tr>
<tr>
<td>essayer</td>
<td>parler</td>
<td>voir</td>
</tr>
<tr>
<td>être</td>
<td>prendre</td>
<td>voler</td>
</tr>
<tr>
<td>étudier</td>
<td>préparer</td>
<td>voyager</td>
</tr>
</tbody>
</table>

- d’abord
- ensuite
- finalement
- après
- enfin
La nourriture
Suggested Vocabulary

une boisson
de l’eau
du lait
un café
un chocolat (chaud)
un citron pressé
un jus
un soda
un thé
une limonade

une sucrerie
la confiture
le miel
le sucre
un biscuit
un bonbon
un gâteau
une crêpe
une glace
une tarte

un produit céréalier
le pain
le riz
les céréales (f.)
les pâtes (f.)
un croissant

un fruit
un ananas
un citron
un pamplemousse
un raisin
une banane
une cerise
une fraise
une framboise
une orange
une pastèque
une pêche
une poire
une pomme
une prune

un légume
des petits pois (m.)
l’ail (m.)
le brocoli
le céleri
le maïs
un champignon
un concombre
un haricot vert
un oignon
un poivron vert
une aubergine
une carotte
une laitue
une pomme de terre
une tomate
un produit laitier
le beurre
le fromage
le lait
le yaourt
la crème

une viande
le bacon
le boeuf
le dindon
le jambon
le porc
le poulet
le rosbif
le saucisson
le saumon
le thon
le veau
un hamburger
un hot dog
un œuf
un steak
une crevette

Divers
des chips (m.)
des frites (f.)
l’huile (f.) d’olive
la mayonnaise
la moutarde
le poivre
le sel
le vinaigre
un sandwich
une omelette
une pizza
une salade
une soupe

le couvert
une assiette
un bol
un verre
une tasse
une fourchette
un couteau
une cuillère (à thé, à soupe)

les repas
le petit déjeuner
le déjeuner
le goûter
le dîner

Les quantités
un bol (de)
un kilo (de)
un morceau (de)
un verre (de)
une douzaine (de)
une livre (de)
une portion (de)
une tasse (de)
une tranche (de)

Au restaurant
Combien coûte…?
MS FRENCH

Donnez-moi
Je voudrais
L’addition
S’il vous plaît

Verbes
acheter
aimer
boire
détester
manger
préférer
prendre

Haïti
Le riz à pois
La soupe Joumou
Le chocolat des Cayes
Le Pen Patat

Québec
Le sirop d’érable
La Poutine
La tourtière
La glosette

Algérie
Le couscous
La salade d’anchois
Le baklava
Le nougat

France
La ratatouille
La quiche
Le croque-monsieur/
croque-madame
Les madeleines
Assessments
Who Am I? Assessment

ThematicallY organized assessment Title: Qui suis-je?

TOA Overview:
You are staying with an exchange family in France. You are introducing yourself and giving some personal information about yourself and some family members. You then look at some identification cards in order to fill out your own carte d'identité étudiante internationale

Task Title: qui suis-je?

Theme: who am I

Level: Novice-Mid Focus Age Group: 6th grade

National Standards Goals: Communication

Communicative Mode: Presentational

Time frame: generally one class period to prepare a poster and one period for presentations. Presentations are about 1 – 2 minutes in length and it is reasonable for 18 students to present in one class period.

Description of Task:
You are staying with an exchange family in France. You are introducing yourself and giving some personal information about yourself and some family members.
Include:
- Your name
- Age
- Birthday
- Nationality
- Where you are from
- Where you live
- Two physical descriptions
- Two personality descriptions
- Two family members
  - Their relationship to you
  - Their name
  - Their age
- One description for each
- Say hello and goodbye to your audience

Materials needed: organizer
Hello

Comment t’appelles-tu?

Quel âge as-tu?

D’où es-tu?

Où habites-tu?

C’est quand ton anniversaire?

Comment es-tu?

Comment es-tu?

Comment es-tu?

Comment es-tu?

Qui est-ce?

Comment s’appelle-t-il/elle?

Quel âge a-t-il/elle?

Comment est-il/elle?

Qui est-ce?

Comment s’appelle-t-il/elle?

Quel âge a-t-il/elle?

Comment est-il/elle?

Good-bye
# Novice-mid Presentational Rubric

## Speaking

<table>
<thead>
<tr>
<th>Can the audience understand me? (Comprehensibility)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The audience understands me without difficulty even though I may have some hesitation when I speak.</td>
<td>• The audience generally understands me. I may have some hesitations or unnatural pauses when I speak.</td>
<td>• I am not clearly understood. I have frequent hesitations and many unnatural pauses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I use the language? (Language Control &amp; Vocabulary Use)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct.</td>
<td>• I am mostly correct with memorized language.</td>
<td>• I am correct only at the word level.</td>
<td></td>
</tr>
<tr>
<td>• My presentation is rich in appropriate vocabulary.</td>
<td>• I accurately use vocabulary that I have been taught.</td>
<td>• My vocabulary is limited and/or repetitive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I capture and maintain my audience’s attention? (Impact)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I use gestures, visuals and tone of voice to maintain my audience’s attention.</td>
<td>• I use some gestures and visuals to maintain my audience’s attention.</td>
<td>• I make no effort to maintain my audience’s attention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I organize the presentation? (Communication Strategies)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• I present information randomly.</td>
<td></td>
</tr>
<tr>
<td>• My main ideas are supported with examples.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Title: Les cartes d’identité

Theme: who am I?

Level: Novice-Mid  Focus Age Group: 6th grade

National Standards Goals: Communication  Comparisons  Culture

Communicative Mode: Interpretive

Time Frame: one class period

Description of Task: You are staying with an exchange family in France. They are showing you typical identification cards. You also look at some friends’ cards from other French speaking countries. You then look at the form for an international student identification card.

Materials Needed: 1. Worksheet with photocopies of cartes d’identité
2. form for international student identification card.
Interpretive Task

You are staying with an exchange family in France. They are showing you typical identification cards. You also look at some friends’ cards from other French speaking countries. You then look at the form for an international student identification card. To help you practice your French and show that you understand, answer the following questions in ENGLISH, unless otherwise noted.

Comprehension
Write the answer to each question.

1. What is the nationality of the person pictured?

2. In what month was he born?

3. What is his first name?

4. From what city does he come from?
5. What is the nationality of the person?

6. How old is this person?

7. What is the last name of this person?

8. In what month were they born?

9. What is the name of their mother?
Word Recognition
Write the English words for the underlined French words listed below.

10. nom de famille
11. père
12. mère
13. taille
14. prénom
15. date de naissance

Interpretation
1. On the form, under the box for date de naissance (bottom left), you see jj/mm/année. What do you think jj means? What do you think mm means? Why double letters?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What is the minimum age of someone to get an international student identification card? Are you able to apply for one?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Task Title: Ma journée à l’école
Theme: My day at school
Level: Novice-Mid
Focus Age Group: 6th grade

National Standards Goals: Communication Comparisons Culture

Communicative Mode: Interpretive

Time frame: Most of a class period for all students to answer interpretive questions.

Description of Task:
You are staying with an exchange family in France and you are looking at the website for the Collège Henri WALLON. You pull up a page including a typical emploi du temps (schedule) for a 12 year old student and a chart describing the teachers in the school. You will write down answers in English to the questions below.
Task Title: Ma journée à l’école

Theme: My day at school

Level: Novice-Mid  Focus Age Group: 6th grade

National Standards Goals: Communication  Comparisons  Culture

Communicative Mode: Interpretive  Interpersonal

TOA Overview:

You have been staying with a French family in the suburbs of Paris. You already have created an international student card to become an exchange student at the “Collège Henri WALLON”. You are looking at the school website to find out information about a typical “emploi du temps” and the teachers in the school. You will then answer questions about your school schedule that a member of your French family asks you.

Collège Henri Wallon
2, Rond-Point Youri Gagarine - 92240 Malakoff
Tel : 01.46.57.32
En bus : ligne 323 arrêt Rond-Point Gagarine
En métro : ligne 13, arrêt Malakoff - Rue Etienne Dolet

http://www.clg-wallon-malakoff.ac-versailles.fr/index.htm
<table>
<thead>
<tr>
<th></th>
<th>Lundi</th>
<th>Mardi</th>
<th>Mercredi</th>
<th>Jeudi</th>
<th>Vendredi</th>
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<tr>
<td><strong>HISTOIRE &amp; GEOGRAPHIE, BRAND</strong></td>
<td>207</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>FRANÇAIS, ILLAND</strong></td>
<td>107</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>FRANÇAIS, ILLAND</strong></td>
<td>107</td>
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<td><strong>LATIN, WARTELLE</strong></td>
<td>100</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>FRANÇAIS, ILLAND</strong></td>
<td>107</td>
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<td></td>
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<tr>
<td><strong>PHYSIQUE, CHIMIE, KORICH</strong></td>
<td>201</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPORT, MOUCHART</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VIE DE CLASSE, ILLAND</strong></td>
<td>107</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>LATIN, WARTELLE</strong></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALLEMAND LV2, MANEGEOT</strong></td>
<td>207</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>TECHNOLOGIE, GINQUELLO</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>HISTOIRE &amp; GEOGRAPHIE, BRAND</strong></td>
<td>207</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>FRANÇAIS, ILLAND</strong></td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LE PERSONNEL PÉDAGOGIQUE

L'équipe enseignante :

Quarante et un enseignants travaillent dans l'établissement :

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Nombre de professeurs</th>
</tr>
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<tbody>
<tr>
<td>Allemand</td>
<td>1</td>
</tr>
<tr>
<td>Anglais</td>
<td>4</td>
</tr>
<tr>
<td>Espagnol</td>
<td>2</td>
</tr>
<tr>
<td>Italien</td>
<td>1</td>
</tr>
<tr>
<td>Arts Plastiques</td>
<td>1</td>
</tr>
<tr>
<td>Education musicale</td>
<td>2</td>
</tr>
<tr>
<td>Français</td>
<td>6</td>
</tr>
<tr>
<td>Histoire - Géographie</td>
<td>3</td>
</tr>
<tr>
<td>Mathématiques</td>
<td>5</td>
</tr>
<tr>
<td>Sciences Naturelles et Physiques</td>
<td>4</td>
</tr>
<tr>
<td>Technologie</td>
<td>2</td>
</tr>
<tr>
<td>Education Physique et Sportive</td>
<td>4</td>
</tr>
</tbody>
</table>

Le centre de documentation et d'information :

Le centre de documentation est géré par Mme TRUCK.

Le fond documentaire est varié : romans, contes et légendes, théâtre, poésie, documentaires, ouvrages de référence et périodiques.

La gestion des prêts ainsi que la recherche des ouvrages par les élèves sont facilitées par l'outil informatique. Un réseau de quatre ordinateurs avec accès internet est mis à disposition des élèves et le logiciel BCDI aide les élèves dans leurs recherches documentaires.
Answer the following questions in English. Use the “Emploi du Temps” for 5 B – Année Complète

1. What time do you have Latin on Wednesday? ______________________________

2. What day(s) do you have math in the afternoon? ______________________________

3. What class would you be in at 2pm on an A day? ______________________________

4. How long is your lunch period? ______________________________

5. What day might you be working on a sculpture? ______________________________

Now look at “Le Personnel Pedagogique”

6. How many total teachers are working in your school? ______________________________

7. What subject(s) have the most teachers? ______________________________

8. How about the least (name 2)? ______________________________

9. Are there more gym teachers or social studies teachers? ______________________________

10. Read about the “centre de documentation et d’information”. Who do you think Madame Truck is?

   a. Principal     b. Nurse     c. Librarian     d. Guidance counselor

List 5 French words in the text which lead you to your answer for #10.

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________
## Novice-Mid Interpretive Rubric

### Ma journée à l’école

<table>
<thead>
<tr>
<th></th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can I understand what I read?</strong></td>
<td>My answers are relevant and accurate and show that I understood what I read.</td>
<td>Most of my answers are relevant and accurate and show that for the most part, I understood what I read.</td>
<td>My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I read.</td>
</tr>
<tr>
<td><strong>(Comprehension)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What strategies do I use to help me understand what I read?</strong></td>
<td>I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I read.</td>
<td>I accurately identify most vocabulary words that I have already been taught.</td>
<td>I cannot accurately identify many vocabulary words that I have already been taught.</td>
</tr>
<tr>
<td><strong>(Communication Strategies)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Title: Ma journée à l’école

Theme: My day at school

Level: Novice-Mid Focus Age Group: 6th grade

National Standards Goals: Communication Comparisons Culture

Communicative Mode: Interpretive

Time frame: Most of a class period for all students to answer interpretive questions.

Description of Task:
You are staying with an exchange family in France and you are looking at the website for the Collège Henri WALLON. You pull up a page including a typical emploi du temps (schedule) for a 12 year old student and a chart describing the teachers in the school. You will write down answers in English to the questions below.
Novice Mid Interpersonal Rubric

Ma journée à l’école

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does the teacher understand me?</strong></td>
<td>The teacher understands me without difficulty.</td>
<td>The teacher understands me with occasional difficulty.</td>
<td>The teacher understands me with much difficulty.</td>
</tr>
<tr>
<td>(Comprehensibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Do I understand the teacher?</strong></td>
<td>I understand the teacher without difficulty.</td>
<td>I understand the teacher but sometimes I need repetition or restatement.</td>
<td>Most of the time, I don’t understand the teacher.</td>
</tr>
<tr>
<td>(Comprehension)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do I use the French language?</strong></td>
<td>I am mostly correct when producing simple sentences.</td>
<td>I am mostly correct with memorized language.</td>
<td>I can only communicate at the word level.</td>
</tr>
<tr>
<td>(Vocabulary Use &amp; Language Control)</td>
<td>I attempt to create language.</td>
<td>I am less correct when I try to create language.</td>
<td>I use a limited number of words / phrases.</td>
</tr>
<tr>
<td></td>
<td>I recognize and use vocabulary with ease.</td>
<td>I recognize and use most of the vocabulary correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>How well do I keep the conversation going?</strong></td>
<td>I begin to recombine some memorized language to keep the conversation going.</td>
<td>I use memorized chunks of language to keep the conversation going.</td>
<td>I cannot keep the conversation going.</td>
</tr>
<tr>
<td>(Communication Strategies)</td>
<td>I ask for repetition and/or clarification.</td>
<td>I ask for repetition.</td>
<td></td>
</tr>
</tbody>
</table>
Task Title: Ma journée à l’école
Theme: My day at school
Level: Novice-Mid
Focus Age Group: 6th grade

National Standards Goals: Communication

Communicative Mode: Interpersonal

Time frame: 10-12 students per period.

Description of Task:
You have come home after your first day of school at the “Collège Henri WALLON” and have a copy of your emploi du temps which lists your daily class schedule. A member of your French family (your teacher) asks you questions about it. Answer their questions in French.

To help prepare for their questions, think about how you would answer the following questions for your schedule in Edison. The underlined words may be substituted.

A quelle heure as-tu les mathématiques ?
A quelle heure as-tu professeur « Smith » ?
Quel jour as-tu l’art ?
Quel prof as-tu pour l’histoire ?
Quelle classe as-tu à treize heures ?
Quelle classe as-tu avec Madame Jones ?
Quel(le) classe/professeur aimes-tu ?
Quelle classe détestes-tu ?
Quelle classe préfères-tu

You will be given an “emploi du temps” that is similar to the one used in your interpretive class.
| **Can I understand what I heard and read?**  
(Comprehension) | **EXCEEDS EXPECTATIONS** | **MEETS EXPECTATIONS** | **DOES NOT MEET EXPECTATIONS** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My answers are relevant and accurate and show that I understood what I heard and read.</td>
<td>Most of my answers are relevant and accurate and show that for the most part, I understood what I heard and read.</td>
<td>My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I heard and read.</td>
<td></td>
</tr>
</tbody>
</table>

| **What strategies do I use to help me understand what I heard or read?**  
(Communication Strategies) | **EXCEEDS EXPECTATIONS** | **MEETS EXPECTATIONS** | **DOES NOT MEET EXPECTATIONS** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I heard or read.</td>
<td>I accurately identify most vocabulary words that I have already been taught.</td>
<td>I cannot accurately identify many vocabulary words that I have already been taught.</td>
<td></td>
</tr>
</tbody>
</table>
Animals Assessment

TOA Title: Les activités du monde

TOA Overview:

Task Title: let’s talk

Theme: les activités du monde

Level: Novice-Mid

Focus Age Group: 7th grade

National Standards Goals: Communication Connections

Communicative Mode: Interpersonal

Time frame: There are groups of two students questioning each other. Each group requires 3 - 5 minutes. It is reasonable to expect 16 students to interview in one 46 minute period, if the teacher is observing groups individually. If Digi-recorders are used and multiple groups are recording simultaneously, one class period would suffice. It is suggested that partnering be arranged by the teacher to ensure spontaneous communication.

Description of Task:
Imagine you and a friend are studying in a francophone region. You will be eating lunch together in the school cafeteria in France, Quebec, Algeria or Haiti. Make plans with your friend to do something you both enjoy and set a place and time to do it. Depending on your preferences, the season, the weather and location, you may plan something indoors or outdoors. You will be randomly assigned a country and a season for the place and time of year. Think back to some of the work on these four regions we did during the semester to help you choose logical activities to plan. You will include at least one rejection of a proposal before you come up with a final plan.
Task Title: Les activités du monde
Theme: Les activités du monde
Level: Novice-Mid  Focus Age Group: 7th grade
National Standards Goals: Communication  Culture
Communicative Mode: Presentational
Time Frame: one class period
Description of Task:
Imagine that you are preparing a presentation that will be used to match you with a francophone pen pal who has similar interests. What would you most like other people to know about you? You are going to create a poster, booklet or a PowerPoint presentation which illustrates your likes and dislikes and present it orally to the class.

Materials Needed: 1. Paper
Activities Around the World Assessment

Unit Assessment: Activities Around the World.

Part 1: Interpersonal

Imagine you and a friend are studying in a francophone region. You will be eating lunch together in the school cafeteria in France, Quebec, Algeria or Haiti. Make plans with your friend to do something you both enjoy and set a place and time to do it. Depending on your preferences, the season, the weather and location, you may plan something indoors or outdoors. You will be randomly assigned a country and a season for the place and time of year. Think back to some of the work on these four regions we did during the semester to help you choose logical activities to plan. You will include at least one rejection of a proposal before you come up with a final plan.

Your conversation should include the following:

- Greetings
- Find out what your partner likes to do and what weather conditions they like/dislike.
- Mention something you don’t like to do.
- Propose an activity including the place and time. Will you invite others?
- Reject the first invitation; you may already have other plans. Propose a different plan.
- When your plans are finalized say goodbye.

You will use Digital Voice Recorders to record your conversation. Leave only one track that you want the teacher to grade when you hand them in. The
only visual prompts you are allowed to bring on the day of the conversation are pictures of activities and weather conditions. The country and season you will be in will be drawn from a hat.

Bonne Chance!!!

Part 2: Presentational

Imagine that you are preparing a presentation that will be used to match you with a francophone pen pal who has similar interests. What would you most like other people to know about you? You are going to create a booklet or a PowerPoint presentation which illustrates your likes and dislikes and present it orally to the class.

Your presentation should be 15-20 sentences and must include the following:

- Greetings/Introduce yourself-you may include information you learned how to say from 6th grade
- What activities you do and don’t do.
- Your likes and dislikes of activities, (expressed as a verb in the infinitive form).
- At least 3 adverbs (how often and how well you do these activities).
- Where and with whom you do the activities.
- When you do certain activities (Include seasons and or weather conditions).

Your booklet should have images for each activity you mention. It should be at least 5 pages or slides in length. **DO NOT** label the pictures with French or English words! The pictures are to help you remember what you want to say and to make your presentation more interesting to the class. Booklet should be 8.5” x 11”. Your booklet should reflect genuine effort, be neat and visually appealing.

Bonne Chance!!!
Animals Assessment

TOA Title: Les animaux du monde

TOA Overview:
This summer you are visiting your pen pal in Québec. While driving to the Biodôme de Montréal you are passing the time by playing a guessing game. When you get to the Biodôme, the staff has asked some children to help them write identification cards for some of the animals.

Task Title: guess my animal

Theme: animals

Level: Novice-Mid Focus Age Group: 7th grade

National Standards Goals: Communication Connections

Communicative Mode: Interpersonal

Time frame: There are groups of two students questioning each other. Each group requires 3 - 5 minutes. It is reasonable to expect 16 students to interview in one 46 minute period, if the teacher is observing groups individually. If Digi-recorders are used and multiple groups are recording simultaneously, one class period would suffice. It is suggested that partnering be arranged by the teacher to ensure spontaneous communication.

Description of Task:
You are passing the time with your pen pal by playing a guessing game. You will be working with another student to guess the animal they are thinking of and vice-versa. You must ask at least five questions before you make your guess. If you are wrong, you must continue to ask for more information until you guess correctly. If you are unsure of an answer ask for repetition. When you ask the questions use cet animal. When you answer, use complete sentences with il or elle. Know the information about your animal, (i.e. where it lives, what it eats, etc). Prepare to be asked any question that we have studied.

Materials needed: organizer
**Interpersonal Task**

*Sample Questions*

- Où est-ce que cet animal habite?
- Qu’est-ce que cet animal mange?
- Comment est-ce que cet animal se déplace?
- Est-ce que cet animal est domestique ou sauvage?
- Qu’est-ce que cet animal a?
- De quelle couleur est cet animal?

**Organizer**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Il / Elle?</td>
</tr>
</tbody>
</table>
# Novice-Mid Interpersonal Rubric

*Guess my animal*

<table>
<thead>
<tr>
<th></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><strong>Does the teacher and/or my partner understand me?</strong> (Comprehendibility)</td>
<td>The teacher and/or my partner understand me without difficulty.</td>
<td>The teacher and/or my partner understand me with occasional difficulty. partner with occasional difficulty.</td>
<td>The teacher and/or my partner understand me with much difficulty.</td>
</tr>
<tr>
<td><strong>Do I understand the teacher and/or my partner?</strong> (Comprehension)</td>
<td>I understand the teacher and/or my partner without difficulty.</td>
<td>I understand the teacher and/or my partner but sometimes I need repetition or restatement.</td>
<td>Most of the time, I don't understand the teacher and/or my partner.</td>
</tr>
<tr>
<td><strong>How well do I use the Spanish language?</strong> (Vocabulary Use &amp; Language Control)</td>
<td>I am mostly correct when producing simple sentences.</td>
<td>I am mostly correct with memorized language.</td>
<td>I can only communicate at the word level.</td>
</tr>
<tr>
<td></td>
<td>I attempt to create language.</td>
<td>I am less correct when I try to create language.</td>
<td>I use a limited number of words / phrases.</td>
</tr>
<tr>
<td></td>
<td>I recognize and use vocabulary with ease.</td>
<td>I recognize and use most of the vocabulary correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>How well do I keep the conversation going?</strong> (Communication Strategies)</td>
<td>I begin to recombine some memorized language to keep the conversation going.</td>
<td>I use memorized chunks of language to keep the conversation going.</td>
<td>I cannot keep the conversation going.</td>
</tr>
<tr>
<td></td>
<td>I ask for repetition and/or clarification.</td>
<td>I ask for repetition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I tell my partner when I do not understand.</td>
<td></td>
</tr>
</tbody>
</table>
Task Title: Au Biodôme de Montréal

Theme: animals

Level: Novice-Mid Focus Age Group: 7th grade

National Standards Goals: Communication Comparisons

Communicative Mode: Presentational

Time Frame: one class period

Description of Task:
You have been asked to write a child friendly description of an animal at the Biodôme of Montréal. This description will be placed outside the animal’s cage for visitors to read and learn more about this animal. Be sure to write complete sentences. Pick an animal from the list and write a description that includes the following:

- What animal is this?
- What is the animal’s name? (you can give it a name of your choice)
- How can visitors spot it? (what color is it? Does it have fur, feathers, scales?)
- Where does it normally live?
- What does it eat?
- How does it and doesn’t it move?
- Anything else you think visitors would like to know.

Choices:
- penguin
- monkey
- fish
- crocodile
- deer

Materials Needed: 1. Writer’s checklist
2. rubric

Teacher Notes:
1. Teacher could give different choices of animals that live in different regions of the biodome http://www.biodome.qc.ca/
2. Use checklist (enclosed) to help students keep track of their progress.
Writer’s checklist

1. Did I identify the animal?
2. Did I give the animal a name?
3. Did I describe how the animal looks?
4. Did I tell the biome where it normally lives?
5. Did I tell what it eats?
6. Did I tell how it moves? Did I tell how it doesn’t move?
7. Did I give any other information about this animal?
8. Did I use il or elle for the animal consistently?
9. Did I write in complete sentences?
# Novice-Mid Presentational Rubric

## Writing

<table>
<thead>
<tr>
<th>Do we understand you? (Comprehensibility)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The reader understands me without difficulty.</td>
<td>• The reader understands me with occasional difficulty.</td>
<td>• The reader does not clearly understand me.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I use the language? (Language Control &amp; Vocabulary Use)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am mostly correct when producing simple sentences and make errors when creating with the language.</td>
<td>• I am mostly correct with memorized language.</td>
<td>• I am correct only at the word level.</td>
<td></td>
</tr>
<tr>
<td>• My writing is rich in appropriate vocabulary.</td>
<td>• My vocabulary reveals basic information.</td>
<td>• My vocabulary is limited and/or repetitive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I capture and maintain my audience’s attention? (Impact)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My writing is engaging and shows effort to appeal to the audience’s interest.</td>
<td>• I make some effort to maintain reader’s attention.</td>
<td>• I make no effort to maintain reader’s attention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I organize the presentation? (Communication Strategies)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My main ideas are supported with examples.</td>
<td>• My writing has a beginning, middle, and end.</td>
<td>• I present information randomly.</td>
<td></td>
</tr>
</tbody>
</table>
Mon Voyage à Paris  Assessment

Thematically organized assessment Title: Mon voyage à Paris.

Theme: Mon voyage à Paris
Level: Novice-Mid Focus Age Group: 8th grade

TOA Overview:
You have won a trip to Paris and are planning your itinerary.

Task Title: Les monuments de Paris
Theme: Mon voyage à Paris
Level: Novice-Mid
Focus Age Group: 8th grade

National Standards Goals: Communication Culture

Communicative Mode: Interpretive

Time frame: generally less than one class period.

Description of Task:
You are reading descriptions of places to go in Paris. You are label the descriptions with the name of the place.

Materials Needed: 1. Worksheet with photocopies of monuments and description
Task Title: Mon voyage à Paris

Theme: Mon voyage à Paris

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication Culture

Communicative Mode: Presentational

Time Frame: one class period

Description of Task:
You have won lottery money and plan to spend it on a trip to Paris. You are to include an airline with a specific flight number from Newark Liberty (EWK) to Charles De Gaulle (CDG) airports. You are also to choose a hotel in Paris in which to stay, a monument, a museum, a religious place, and a restaurant.

State the name of the places
State where they are located
Describe what the place is.
State what you are going to do in that place.

Materials Needed: 1. Map of Paris
2. rubric
### Novice-mid Presentational Rubric

**Speaking**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can the audience understand me?</strong>&lt;br&gt;(Comprehensibility)</td>
<td>• The audience understands me without difficulty even though I may have some hesitation when I speak.</td>
<td>• The audience generally understands me. I may have some hesitations or unnatural pauses when I speak.</td>
<td>• I am not clearly understood. I have frequent hesitations and many unnatural pauses.</td>
</tr>
<tr>
<td><strong>How well do I use the language?</strong>&lt;br&gt;(Language Control &amp; Vocabulary Use)</td>
<td>• I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct.</td>
<td>• I am mostly correct with memorized language.</td>
<td>• I am correct only at the word level. My vocabulary is limited and/or repetitive.</td>
</tr>
<tr>
<td></td>
<td>• My presentation is rich in appropriate vocabulary.</td>
<td>• I accurately use vocabulary that I have been taught.</td>
<td></td>
</tr>
<tr>
<td><strong>How well do I capture and maintain my audience’s attention?</strong>&lt;br&gt;(Impact)</td>
<td>• I use gestures, visuals and tone of voice to maintain my audience’s attention.</td>
<td>• I use some gestures and visuals to maintain my audience’s attention.</td>
<td>• I make no effort to maintain my audience’s attention.</td>
</tr>
<tr>
<td><strong>How well do I organize the presentation?</strong>&lt;br&gt;(Communication Strategies)</td>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• My presentation has a beginning, middle, and end.</td>
<td>• I present information randomly.</td>
</tr>
</tbody>
</table>
Je m’appelle ____________________

Read the descriptions of famous Parisian landmarks. Choose five (5) and label them with the correct name.

__________________
Ceci est une église de Paris, située dans l’île de la Cité, dans le IVe arrondissement. Ce n'est pas la plus grande des cathédrales françaises, mais c'est l'une des plus remarquables en raison de son architecture gothique. C'est Maurice de Sully, évêque de Paris, qui a voulu construire une cathédrale pour la Vierge Marie. Cette église a mis deux siècles pour être édifiée : sa construction, lancée par l'évêque Maurice de Sully en 1163, s'acheva en 1345. Les deux rosaces qui ornent chacun des bras du transept sont parmi les plus grandes d'Europe et ont chacune un diamètre de 13 m. Ses tours atteignent une hauteur de 69 mètres. Sa longueur est de 127 mètres, sa largeur de 48 mètres. La hauteur de la flèche est de 96 mètres et la largeur de la façade est de 43,5 mètres.

__________________

__________________
Ceci est un monument situé sur la place de l'Étoile (ou place Charles-de-Gaulle) dans l'ouest de Paris. Il célèbre les victoires militaires de
Napoléon. Sa construction fut commencée en 1806, puis abandonnée. Elle fut reprise en 1832 et achevée en 1836. Sous l'arc de triomphe se trouve la tombe du soldat inconnu.

Ceci est un monument religieux catholique situé à Paris, sur la butte Montmartre. Elle a été construite dans un style éclectique romano-byzantin, entre 1875 et 1923. Avec plus de dix millions de visiteurs par an, c'est le deuxième monument de France le plus visité après la cathédrale Notre-Dame de Paris. La basilique reste blanche parce qu'elle est faite de pierres calcaires des carrières de Château-Landon, qui s'auto-nettoient quand il pleut. La Savoyarde, cloche de 19 tonnes, a été offerte en 1895 par les catholiques des diocèses de Savoie.

Ceci est un des plus grands musées du monde. C'est aussi le plus grand musée parisien. Situé au cœur de la ville de Paris, près de la rive droite de la Seine. Le bâtiment est un ancien palais royal. Il est situé dans un axe qui comprend la Concorde, l'Étoile et va jusqu'à La Défense. C'est aussi le plus vaste musée au monde avec 210 000 m² dont 60 600 m² de galeries. Les principaux chefs-d'œuvre du musée sont des peintures, sculptures, dessins, céramiques, objets archéologiques et objets d'art. Parmi les pièces les plus célèbres du musée se trouvent le Code d'Hammurabi, la Vénus de Milo, La Joconde de Léonard de Vinci, et La Liberté guidant le peuple d'Eugène Delacroix. Ceci est le musée le plus visité au monde, avec 8,3 millions de visiteurs en 2006.

Ce monument a été inauguré en 1977. De fait, son succès est immense, puisqu'il est la troisième institution la plus visitée en France après le musée.

________________________
Ceci était une gare. Aujourd’hui, c’est un musée national situé à Paris, sur la rive gauche de la Seine. Les collections présentent principalement la peinture et la sculpture occidentale de 1848 à 1914. On peut y voir des tableaux importants de Van Gogh, Monet, Degas, etc. Le musée présente également des expositions temporaires. À l’extérieur, il y a des sculptures qui représentent les cinq continents.

________________________
C’est le plus grand théâtre d’Europe : 172 mètres de long, 124 mètres de large et 79 mètres de haut, il peut contenir plus de 2000 spectateurs. Ce monument est un des plus prestigieux monuments de Paris, sa bibliothèque conserve 25000 maquettes de costumes et de décors des opéras et ballets. Au centre de la salle on peut admirer un gigantesque lustre de cristal et de bronze pesant plus de huit tonnes. La coupole d’origine, peinte sur cuivre est intacte, mais cachée par un faux plafond décoré par Chagall en 1964. Le rideau de scène pourpre est une copie du rideau d’origine peint par Rubé et Chaperon.
La tour Eiffel  Notre-Dame  Sacré Coeur

Le musée d’Orsay  Le Centre Pompidou

L’Arc de Triomphe  Le Louvre

L’Opéra
Alternate interpretive assessment for differentiating instruction
Mon Voyage à Paris  Assessment
Je m’appelle ____________________

Read the descriptions of famous Parisian landmarks. Choose five (5) and label them with the correct name.

__________________  Ceci est la cathédrale de Paris. Elle est située au centre de Paris sur une île, l’île de la Cité. Elle a été construite aux douzième et treizième siècles.


__________________  Ceci est un monument qui commémore les victoires de Napoléon. Ce monument est situé en haut des Champs-Élysées.

__________________  Ceci est une église de pierre blanche qui domine Paris. Cette église est située sur la butte Montmartre.

__________________  Ceci est une ancienne résidence royale transformée en musée. C’est dans ce musée que se trouve la fameuse Joconde. On y entre par une pyramide de verre.
Ceci est le monument le plus visité de Paris. C’est un musée d’art moderne. C’est aussi une bibliothèque, une cinémathèque et un centre audiovisuel. À l’extérieur, sur l’esplanade, il y a des musiciens, des mimes, des acrobates et des jongleurs. Un peu plus loin, il y a une place avec des fontaines, un bassin et des sculptures mobiles.


Ceci est le plus grand théâtre français. Il y a des spectacles de musique et des ballets. Le plafond a été peint par Chagall. Gaston Leroux a écrit un livre au sujet d’un fantôme qui habitait dans un lac sous le théâtre.
La tour Eiffel
Notre-Dame
Sacré Coeur
Le musée d’Orsay
Le Centre Pompidou
L’Arc de Triomphe
Le Louvre
L’Opéra
Les Vêtements Assessment

Appendix I: Marking Period 2 assessment

Thematically organized assessment Title: Défilé de mode.

Theme: Les vêtements

Level: Novice-Mid Focus Age Group: 8th grade

TOA Overview:

With your leftover trip to Paris money, you are going to participate in a fashion show with clothing you have purchased.

Task Title: Défilé de mode

Theme: Les vêtements

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication Culture Connections

Communicative Mode: Presentational

Time frame: generally one to two class periods.

Description of Task: You are going to describe an outfit comprised of a minimum of five different items. Each item must be described by color, price, and another characteristic. Each chosen color should be different (i.e. bleu clair, bleu foncé). Each price should be different and above 50 Euros. The other characteristic should also be different for each item in the outfit.

As an introduction, use “je vais porter ces vêtements pour...(i.e. aller au théâtre)”. Conclude by using “je pense que...” and give your overall opinion of the outfit.

Materials Needed: 1. Clothing, whether printed, drawn or worn, is required for description. Teacher is at their discretion as to how proceed with the class.
Task Title: La mode
Theme: Les vêtements
Level: Novice-Mid
Focus Age Group: 8th grade

National Standards Goals: Communication Culture

Communicative Mode: Interpersonal

Time Frame: one class period

Description of Task:
You are to read the eight paragraphs and illustrate any 5. Make sure the illustration matches the description. Remember to illustrate the clothing on a person.

Materials Needed: 1. Worksheet with 8 paragraphs
2. colored pencils/crayons
Je m’appelle ______________________________

Read the eight paragraphs and choose five to illustrate. Make sure the illustration matches the description. Remember to illustrate the clothing on a person.

Marc porte des vêtements très à la mode. Il porte un jean noir avec une ceinture blanche. Il porte une chemise rouge. Les baskets sont rouges aussi. Et il porte un chapeau rouge et noir.

Marie porte une jupe bleue et marron rayée. Elle porte un chemisier jaune. Elle porte de grandes boucles d’oreille. Elle porte des chaussures grises. Et elle porte un grand chapeau vert foncé. (Il n’y a pas de lumière à la maison quand elle met les vêtements)


Luc porte un jean bleu. Il porte un maillot bleu et blanc. Il porte des baskets noires et blanches rayées. Il porte un collier et un chapeau bleu foncé.

Les Vêtements Assessment

Appendix I: Marking Period 2 assessment

Thematically organized assessment Title: Défilé de mode.

Theme: Les vêtements

Level: Novice-Mid

TOA Overview:

With your leftover trip to Paris money, you are going to participate in a fashion show with clothing you have purchased.

Task Title: Défilé de mode

Theme: Les vêtements

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication Culture Connections

Communicative Mode: Presentational

Time frame: generally one to two class periods.

Description of Task: You are going to describe an outfit comprised of a minimum of five different items. Each item must be described by color, price, and another characteristic. Each chosen color should be different (i.e. bleu clair, bleu foncé). Each price should be different and above 50 Euros. The other characteristic should also be different for each item in the outfit.

As an introduction, use “je vais porter ces vêtements pour…(i.e. aller au théâtre)”. Conclude by using “je pense que…” and give your overall opinion of the outfit.

Materials Needed: 1. Clothing, whether printed, drawn or worn, is required for description. Teacher is at their discretion as to how proceed with the class.
Task Title: La mode
Theme: Les vêtements
Level: Novice-Mid
Focus Age Group: 8th grade

National Standards Goals: Communication Culture

Communicative Mode: Interpersonal

Time Frame: one class period

Description of Task:
You are to read the eight paragraphs and illustrate any 5. Make sure the illustration matches the description. Remember to illustrate the clothing on a person.

Materials Needed: 1. Worksheet with 8 paragraphs
2. colored pencils/crayons
Marc porte des vêtements très à la mode. Il porte un jean noir avec une ceinture blanche. Il porte une chemise rouge. Les baskets sont rouges aussi. Et il porte un chapeau rouge et noir.

Marie porte une jupe bleue et marron rayée. Elle porte un chemisier jaune. Elle porte de grandes boucles d’oreille. Elle porte des chaussures grises. Et elle porte un grand chapeau vert foncé. (Il n’y a pas de lumière à la maison quand elle met les vêtements)


Luc porte un jean bleu. Il porte un maillot bleu et blanc. Il porte des baskets noires et blanches rayées. Il porte un collier et un chapeau bleu foncé.

MS FRENCH

Mon weekend passé assessment

Appendix I: Marking Period 3 assessment

Thematically organized assessment Title: Mon weekend passé

Theme: Mon weekend passé

Level: Novice-Mid

TOA Overview:

You are telling about last weekend.

Task Title: Mon weekend passé

Theme: Mon weekend passé

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication

Communicative Mode: Presentational

Time frame: generally one to two class periods.

Description of Task: Now that you have learned how to talk about events that happened in the past, you are going to tell me about your past weekend. You will make a poster divided into 3 parts. One for Friday, one for Saturday, and one for Sunday. You will tell me about activities you did and didn’t do. Your poster will illustrate these sentences without the use of any words.

Your presentation will have 15 different sentences in the passé composé. 10 of these sentences will be things you did. The other 5 will be things you didn’t do. You can divide the sentences up among the 3 days as you choose.

Materials Needed: 1. Paper for poster
Mon weekend passé assessment

Appendix I: Marking Period 3 assessment

Thematically organized assessment Title: Dessiner un paragraphe

Theme: Mon weekend passé

Level: Novice-Mid

TOA Overview:

You are reading and illustrating a description of a past weekend.

Task Title: dessiner un paragraphe

Theme: Mon weekend passé

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication

Communicative Mode: Interpretive

Time frame: generally one class periods.

Description of Task: You are to read the following paragraph. Choose any 10 of the sentences and illustrate the actions that occurred. Copy the sentence that you are using in each box as a caption.

Materials Needed: 1. Copies of assessment
Je m’appelle ________________

Read the following paragraph and illustrate 10 actions that occurred. Copy the sentence that you are using in each box as a caption.


<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
<th>Action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Action 6</th>
<th>Action 7</th>
<th>Action 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Action 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Title: au restaurant

Theme: La nourriture

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication  Comparisons  Culture

Communicative Mode: Interpersonal

Time frame: generally one to two class periods.

TOA Overview:

You are either eating out at a French restaurant or are working in a French restaurant. As the customer, you ask for the menu, order a food and drink, and ask for the final price. You will have a certain amount of euros to spend. You can spend less, but not more than you have. You will also have certain dietary constrictions (i.e. allergies, preferences), and must find out what’s in a dish before ordering it. As the waiter or waitress, you must explain to the customer what is in the dishes, and give prices when asked. Remember to use forms of politeness.

Materials Needed: 1. Menus: Server’s has clip art of ingredients and prices
Customer’s has price limit and dietary restriction in rectangle
Pizza Edison  10 €

Pizza Menlo  11 €

Soupe Jefferson  7 € 50

Soupe Wilson  13 €

Poulet Hoover  14 €

Poulet Adams  16 €

Ragoût New Jersey  15 €

Ragoût New York  14 €

**Les boissons   1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 13 euros to spend
You can’t have dairy
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16 €

Ragoût New Jersey 15 €

Ragoût New York 14 €

**Les boissons 1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 10 euros to spend
You can’t have dairy
Pizza Edison  10 €

Pizza Menlo  11 €

Soupe Jefferson  7 € 50

Soupe Wilson  13 €

Poulet Hoover  14 €

Poulet Adams  16 €

Ragoût New Jersey  15 €

Ragoût New York  14 €

**Les boissons  1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 16 euros to spend
You are vegetarian
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €
Poulet Adams 16 €

Ragoût New Jersey 15 €
Ragoût New York 14 €

**Les boissons 1 Euro**
Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 14 euros to spend
You are allergic to tomatoes
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16€

Ragoût New Jersey 15 €

Ragoût New York 14€

**Les boissons 1 Euro**
Café Français

Nos Pizzas
- Pizza Edison
- Pizza Menlo

Nos Soupes
- Soupe Jefferson
- Soupe Wilson

Nos Spécialités
- Poulet Hoover
- Poulet Adams
- Ragoût New Jersey
- Ragoût New York

Nos boissons
- Sodas (limonade, coca-cola, sprite)
- Café
- Thé
- Jus de pomme
- Jus de raisin
- Citron pressé

You have 15 euros to spend
You want some beef
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16 €

Ragoût New Jersey 15 €

Ragoût New York 14 €

**Les boissons 1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 10 euros to spend
You don’t like onions
Pizza Edison  10 €

Pizza Menlo  11 €

Soupe Jefferson  7 € 50

Soupe Wilson  13 €

Poulet Hoover  14 €

Poulet Adams  16 €

Ragoût New Jersey  15 €

Ragoût New York  14 €

**Les boissons   1 Euro**
Café Français

Nos Pizzas
- Pizza Edison
- Pizza Menlo

Nos Soupes
- Soupe Jefferson
- Soupe Wilson

Nos Spécialités
- Poulet Hoover
- Poulet Adams
- Ragoût New Jersey
- Ragoût New York

Nos boissons
- Sodas (limonade, coca-cola, sprite)
- Café
- Thé
- Jus de pomme
- Jus de raisin
- Citron pressé

You have 20 euros to spend
You want chicken
You can’t eat dairy foods
Pizza Edison  10 €
Poulet Hoover  14 €
Pizza Menlo  11 €
Poulet Adams  16 €
Soupe Jefferson  7 € 50
Ragoût New Jersey  15 €
Soupe Wilson  13 €
Ragoût New York  14 €

**Les boissons  1 Euro**
Café Français

Nos Pizzas
- Pizza Edison
- Pizza Menlo

Nos Soupes
- Soupe Jefferson
- Soupe Wilson

Nos Spécialités
- Poulet Hoover
- Poulet Adams
- Ragoût New Jersey
- Ragoût New York

Nos boissons
- Sodas (limonade, coca-cola, sprite)
- Café
- Thé
- Jus de pomme
- Jus de raisin
- Citron pressé

You have 10 euros to spend
You can’t have dairy
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16 €

Ragoût New Jersey 15 €

Ragoût New York 14 €

**Les boissons 1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 14 euros to spend
You want fish
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16€

Ragoût New Jersey 15 €

Ragoût New York 14€

**Les boissons 1 Euro**
Café Français

Nos Pizzas
Pizza Edison
Pizza Menlo

Nos Soupes
Soupe Jefferson
Soupe Wilson

Nos Spécialités
Poulet Hoover
Poulet Adams
Ragoût New Jersey
Ragoût New York

Nos boissons
Sodas (limonade, coca-cola, sprite)
Café
Thé
Jus de pomme
Jus de raisin
Citron pressé

You have 18 euros to spend
You want chicken
You don’t like peas
Pizza Edison 10 €

Pizza Menlo 11 €

Soupe Jefferson 7 € 50

Soupe Wilson 13 €

Poulet Hoover 14 €

Poulet Adams 16 €

Ragoût New Jersey 15 €

Ragoût New York 14 €

**Les boissons 1 Euro**
# Café Français

## Nos Pizzas
- Pizza Edison
- Pizza Menlo

## Nos Soupes
- Soupe Jefferson
- Soupe Wilson

## Nos Spécialités
- Poulet Hoover
- Poulet Adams
- Ragoût New Jersey
- Ragoût New York

## Nos boissons
- Sodas (limonade, coca-cola, sprite)
- Café
- Thé
- Jus de pomme
- Jus de raisin
- Citron pressé

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You have 11 euros to spend
You can’t have dairy or fish
Task Title: Achetez-moi mon déjeuner

Theme: La nourriture

Level: Novice-Mid

Focus Age Group: 8th grade

National Standards Goals: Communication

Communicative Mode: Presentational

Time frame: generally one to two class periods.

TOA Overview:

You are living with a French family as an exchange student. They are going to the supermarket. Tell them what to buy for your lunch. You need to include fruit, vegetables, beverage, main dish, and dessert. Give specifics if necessary (i.e. “du jambon, du fromage et du pain” instead of “un sandwich”) Use quantities (i.e. slice of cheese). Give them options (i.e. carrots or celery) and preferences/reasons.

Materials needed: none