Level: 1, Grades 8-9

Goal One: Communication: Communicate in Languages other than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to exchange information.	Rubric	Short skit	<ul> <li>Greetings &amp; introductions</li> <li>Alphabet</li> <li>Time</li> </ul>	Avancemos 1 Discovering French French in Action Teacher Websites
Students will be able to follow directions.	Students correctly match the visual picture with the command	Total Physical Response	<ul> <li>Numbers</li> <li>Colors</li> <li>Days of the week</li> <li>Months</li> </ul>	Resource Book in Class Practice Website On-line book activities
Students will be able to ask and answer questions.	Students will be able to translate simple questions	Jeopardy	<ul> <li>Offering &amp; asking of food &amp; drink, prices</li> <li>Weather</li> <li>Activities</li> <li>Animals</li> </ul>	Maps  Dictionaries
Students will be able to share their feelings, likes and dislikes.	Students will be able to write a paragraph stating their likes & dislikes	Cooperative Activities	<ul> <li>Parts of the body</li> <li>State of being</li> <li>Likes &amp; dislikes</li> <li>Describing people &amp; things</li> <li>Family</li> <li>Simple gestures</li> </ul>	Picture file
Students will be able to describe people, places, and things.	Students write a letter to a "pen pal" describing themselves & where they live	Students in small group pass a photograph around & take turns describing it	<ul><li>Places</li></ul>	Photograph

Level: 1, Grades 8-9

Goal: Communication: Communicate in Languages other than English

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will demonstrate understanding of an oral narrative	Students will listen to an audio recording and select the best answer	Listening activities from the audio text	<ul> <li>Greetings &amp; introductions</li> <li>Alphabet</li> <li>Time</li> <li>Numbers</li> <li>Colors</li> </ul>	Avancemos 1 Discovering French French in Action Listening activities
Students will demonstrate understanding of a written  Students will understand the differences between types of sentences or expressions	Students will read a text appropriate to their level, then answer in complete sentences  Students listen to sentences and punctuate them appropriately given the inflection and the context	Students read about a particular city from the target language, then answer questions about the capitol, the border and the geography  Students write skits using different types of sentences	<ul> <li>Days of the week</li> <li>Months</li> <li>Offering &amp; asking of food &amp; drink, prices</li> <li>Weather</li> <li>Activities</li> <li>Animals</li> <li>Parts of the body</li> <li>State of being</li> <li>Likes &amp; dislikes</li> <li>Describing people &amp; things</li> <li>Family</li> <li>Simple gestures</li> <li>Places</li> </ul>	Avancemos 1 Discovering French French in Action Maps Dictionaries

Level: 1, Grades 8-9

Goal: Communication: Communicate in Languages other than English

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Presentation of a topic	Geography project	<ul> <li>Greetings &amp;</li> </ul>	Avancemos 1
present information they 've	assessed w/rubric		introductions	Discovering French
prepared on a variety of			<ul> <li>Alphabet</li> </ul>	French in Action
basic topics			• Time	
			<ul> <li>Numbers</li> </ul>	Maps
			<ul> <li>Colors</li> </ul>	
			<ul> <li>Days of the week</li> </ul>	Dictionaries
Students will have good		Choral response	• Months	
basic pronunciation	Students read a		Offering & asking	
	selected passage to		of food & drink,	
	the teacher		prices	
			Weather	
			Activities	
			Animals	
			<ul><li>Parts of the body</li></ul>	
Students will be able to tell		Students in pairs take	_	
or retell a story	Students write a	turns reading a story	• State of being	
	paragraph about the		• Likes & dislikes	
	story		<ul> <li>Describing people</li> </ul>	
			& things	
			<ul> <li>Family</li> </ul>	
			<ul> <li>Simple gestures</li> </ul>	
			<ul> <li>Places</li> </ul>	

Level: 1, Grades 8-9

Goal Two: Cultures: Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Watch a video &	Watch a video that	<ul> <li>Greetings &amp;</li> </ul>	Avancemos 1
observe and/or discuss	describe 5 patterns of	shows interactions	introductions	Discovering French
simple patterns of behavior	behavior	between people	<ul> <li>Alphabet</li> </ul>	French in Action
or interaction in various		speaking in the target	• Time	
settings		language.	<ul> <li>Numbers</li> </ul>	Video
			<ul> <li>Colors</li> </ul>	***
			<ul> <li>Days of the week</li> </ul>	Videos which highlight
			<ul> <li>Months</li> </ul>	target language culture
Students will be able to use	Students perform	Students are given a	<ul> <li>Offering &amp; asking of food &amp; drink,</li> </ul>	Situation cards
appropriate gestures and	role-play with	role and a situation and	prices	
oral expressions for common interactions	appropriate gestures	write a skit using	<ul><li>Weather</li></ul>	
common interactions		appropriate gestures and oral expression	<ul> <li>Activities</li> </ul>	
		and oral expression	<ul> <li>Animals</li> </ul>	
			<ul> <li>Parts of the body</li> </ul>	
			<ul> <li>State of being</li> </ul>	
			<ul> <li>Likes &amp; dislikes</li> </ul>	
Students will be able to	Students will be able	Listen to different types	<ul> <li>Describing people</li> </ul>	Music
participate in age-	to identify different	of music from the	& things	
appropriate cultural	types of music from	target language	<ul> <li>Family</li> </ul>	
activities	the target langauge		<ul> <li>Simple gestures</li> </ul>	
			<ul><li>Sports</li></ul>	
			<ul> <li>Hobbies</li> </ul>	
			<ul> <li>Activities,</li> </ul>	
			<ul> <li>Places,</li> </ul>	
			<ul> <li>Instruments</li> </ul>	
			<ul> <li>Clothing</li> </ul>	

Level: 1, Grades 8-9

Goal Two: Cultures: Gain knowledge and understanding of other cultures

Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students can identify	Students identify items	<ul> <li>Greetings &amp;</li> </ul>	Tangible target language
identify and/or discuss	items of traditional	from photographs	introductions	products
tangible products such as	target language	and/or videos	<ul> <li>Alphabet</li> </ul>	
paintings, literature, and	culture		<ul><li>Time</li></ul>	
items that are particular to		Guest speakers	<ul> <li>Numbers</li> </ul>	
the culture.			<ul> <li>Colors</li> </ul>	
		Visual presentations	<ul> <li>Days of the week</li> </ul>	
			<ul> <li>Months</li> </ul>	
		Video Conferencing	<ul> <li>Offering &amp; asking</li> </ul>	
Students will be able to	G. 1		of food & drink,	Internet, cookbooks, music
identify and/or discuss	Students participate	Students learn about the	prices	
intangible products or	in cooking, listening		<ul><li>Weather</li></ul>	
concepts such as music,	to music, and	importance of customs & traditions of the	<ul> <li>Activities</li> </ul>	
dance, rituals, and oral tradition that are particular	identifying specific customs		<ul> <li>Animals</li> </ul>	
to the culture.	Customs	target language culture	<ul> <li>Parts of the body</li> </ul>	
to the culture.			<ul> <li>State of being</li> </ul>	
			• Likes & dislikes	
			<ul> <li>Describing people</li> </ul>	
			& things	
			• Family	
			<ul> <li>Simple gestures</li> </ul>	
			<ul><li>Simple gestures</li><li>Sports</li></ul>	
			<ul><li>Hobbies</li></ul>	
			<ul><li>Activities,</li></ul>	
			<ul><li>Places,</li></ul>	
			<ul><li>Instruments</li></ul>	
			<ul> <li>Clothing</li> </ul>	

Level: 1, Grades 8-9

Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students complete a	Students research facts	All content stated in 2.2	Internet
demonstrate an	geography project on	about French or	with the addition of:	Encyclopedia
understanding about	a target language	Spanish speaking	<ul> <li>Geography</li> </ul>	Dictionaries
concepts learned in other	speaking country	countries and write	Grammar	Maps
subject areas in the target		about it in the target		Almanacs
language		language.		Somos Así 1
				Discovering French
				French in Action

Level: 1, Grades 8-9

Goal: Connections: Connect with other disciplines and acquire information

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to read, listen, and talk about songs, short stories, poems and other age-appropriate	Students fill in a cloze activity on a French or Spanish song	Listening and singing along to the song	All content stated in 2.2 with the addition of:  Geography Grammar	Music
school content written for native speakers of the target language				

Level: 1, Grades 8-9

Goal Four: Comparisons: Develop insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to give	Students identify	Read a passage that	Greetings & introductions	Avancemos 1
and use examples of words	commonly used	contains "borrowed	<ul> <li>Alphabet</li> </ul>	Discovering French
"borrowed" in the language	cognates in both	words"	• Time	French in Action
they are learning and their	languages		<ul> <li>Numbers</li> </ul>	
own.			• Colors	
			<ul> <li>Days of the week</li> </ul>	
			<ul> <li>Months</li> </ul>	
			<ul> <li>Offering &amp; asking of food &amp;</li> </ul>	
Students will be able to	Multiple choice quiz	Vocabulary list with	drink, prices	Avancemos 1
recognize the concept of		emphasis on the correct	• Weather	Discovering French
gender and number in		meaning for false	<ul> <li>Activities</li> </ul>	French in Action
spoken and written language		cognates	<ul> <li>Animals</li> </ul>	
			<ul> <li>Parts of the body</li> </ul>	
			State of being	
			<ul> <li>Likes &amp; dislikes</li> </ul>	
Students will be able to	Quiz	Charades	<ul> <li>Describing people &amp; things</li> </ul>	Avancemos 1
recognize and/or use			<ul> <li>Family</li> </ul>	Discovering French
cognates and false cognates			Simple gestures	French in Action
			• Sports	501 Spanish verb
			• Hobbies	Sor Spainish vers
			<ul> <li>Activities,</li> </ul>	
Students will be able to	Cloze test	Weekly idiomatic	• Places,	Avancemos 1
recognize and use idiomatic	Cloze test	expressions presented	<ul> <li>Instruments</li> </ul>	Discovering French
		expressions presented	<ul> <li>Clothing</li> </ul>	French in Action
expressions			Art & literature	1 Tellett III / Nettoli
			<ul> <li>Grammar</li> </ul>	
			<ul> <li>Current events &amp; politics</li> </ul>	
			<ul> <li>Famous people</li> </ul>	

Level: 1, Grades 8-9

Goal: Comparisons: Develop insight into the Nature of Language and Culture

Standard 4.2: Students demonstrate understanding of concept of culture through comparison of the cultures studied and their own.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to give and use compare simple patterns of behavior or interaction in various settings	Cloze exercise (typing on original cross-out to give and use)	Students learn nursery rhymes & tongue twisters	<ul> <li>Greetings &amp; introductions</li> <li>Alphabet</li> <li>Time</li> <li>Numbers</li> <li>Colors</li> <li>Days of the week</li> <li>Months</li> </ul>	List of tongue twisters
Students will be able to demonstrate an awareness that gestures are an important part of communication  Students will be able to compare and contrast tangible and intangible products of the target culture and their own	Explain a specific product is and compare to a similar product from their own culture	Students read about differences in greetings and hand gestures for the target culture.  Students taste food or drink specific to the target country and talk about what they would eat or drink as comparable and/or different	<ul> <li>Offering &amp; asking of food &amp; drink, prices</li> <li>Weather</li> <li>Activities</li> <li>Animals</li> <li>Parts of the body</li> <li>State of being</li> <li>Likes &amp; dislikes</li> <li>Describing people &amp; things</li> <li>Family</li> <li>Simple gestures</li> <li>Sports</li> <li>Hobbies</li> <li>Activities,</li> <li>Places,</li> <li>Instruments</li> <li>Clothing</li> <li>Art &amp; literature</li> <li>Grammar</li> <li>Current events &amp; politics</li> <li>Famous people</li> </ul>	Teacher's personal knowledge  Internet recipe web-page in the target language

Level: 1, Grades 8-9

Goal Five: Communities: Participate in multi-lingual communities at home and around the world

Standard 5.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students interact with	Greetings	<ul> <li>Greetings &amp; introductions</li> </ul>	Guest speaker
communicate on a personal	guest speakers	Students prepare	<ul> <li>Alphabet</li> </ul>	Internet video conferencing
level with guest speakers of		questions to ask a guest	• Time	tools
the language			<ul> <li>Numbers</li> </ul>	
			<ul> <li>Colors</li> </ul>	
			<ul> <li>Days of the week</li> </ul>	
Students will be able to	Students fill out a	In groups, students	<ul> <li>Months</li> </ul>	Opportunities in World
identify professions which	questionnaire on	interview one another	<ul> <li>Offering &amp; asking of food &amp;</li> </ul>	Opportunities in World Language Careers
require proficiency in the	professions of	on professions	drink, prices	Language Careers
target language	students in their		• Weather	
	groups		• Activities	
			• Animals	
	Oral Evaluation	Students write	• Parts of the body	Avancemos 1
		dialogues	<ul><li>State of being</li><li>Likes &amp; dislikes</li></ul>	Discovering French
				French in Action
Students will use the	Students present	Students create comic	<ul><li>Describing people &amp; things</li><li>Family</li></ul>	Dictionaries
language to create	dialogues on content	strips or story lines	3	Dictionaries
imaginary situations	area topics		<ul><li>Simple gestures</li><li>Sports</li></ul>	
			<ul><li>Hobbies</li></ul>	
		Students write a letter	<ul><li>Activities,</li></ul>	
Students will use the	Students present	about oneself about	• Places,	Internet
language to talk about	projects on various	likes/dislikes, family,	<ul><li>Instruments</li></ul>	
various topics	target language	friends, etc.	• Clothing	Encyclopedias Research books
_	countries		Art & literature	Research books
			Grammar	
			<ul> <li>Current events &amp; politics</li> </ul>	
			<ul> <li>Famous people</li> </ul>	
			- Tainous people	

Level: 1, Grades 8-9

Goal Five: Communities: Participate in multi-lingual communities at home and around the world

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students listen to music,	Students sing songs	Students listen to	<ul> <li>Greetings &amp; introductions</li> </ul>	Songs
sing songs, or play musical	from the target	music, learn the	<ul> <li>Alphabet</li> </ul>	DVD
instruments from the target	culture in the target	meaning and create art	• Time	CDs
culture	language	to represent it.	<ul> <li>Numbers</li> </ul>	Internet videos
			• Colors	
		Cloze activity	<ul> <li>Days of the week</li> </ul>	
			• Months	
Students read materials	Students do a treasure	In pairs, students look	Offering & asking of food &	Magazines in target
and/or use media in the	hunt for items in a	through target language	drink, prices	language or translated into
target language and culture	target language	magazines while	• Weather	target language such as
for enjoyment	magazine (find 10	teacher explains the	• Activities	National Geographic,
	verbs or animals)	layout of the magazine	• Animals	Cosmopolitan, Cristina la
			• Parts of the body	Revista
			<ul><li>State of being</li><li>Likes &amp; dislikes</li></ul>	
Students play or view sports	Quiz on vocabulary	Student play a game	<ul> <li>Describing people &amp; things</li> </ul>	
and/or leisure activities in	associated with a	using the target language	Family	games
the target language or	specific sport	vocabulary and	<ul><li>Simple gestures</li></ul>	
culture		expressions.	• Sports	
		expressions.	Hobbies	Discovering French
			• Activities,	
Students plan real or	Students participate	Trip to the target	• Places,	
imaginary travel	in a scavenger hunt	language country	• Instruments	
	while on trip to target		• Clothing	
	language country		Art & literature	Scavenger hunt prepared by
			Grammar	teacher
Students exchange	Letter with focus on	E-mail exchange in	<ul> <li>Current events &amp; politics</li> </ul>	
information about topics of	various	target language to other	• Famous people	
personal interest	communicative topics	schools	1 1	Website identifying schools
				for letter exchanges

Level: 2, Grades 9-11

Goal One: Communication: Communicate in languages other than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to ask and respond to questions for clarification	Students prepare a skit of a conversation between doctor and patient and present it orally	Label parts of the body and practice saying where it hurts Simon Says	<ul><li> Emotions</li><li> Feelings</li><li> Questions</li><li> Opinions</li></ul>	Avancemos 2 Discovering French French in Action Handouts Posters
Students will be able to exchange information about personal events	Students will call a friend on the phone and leaves a message in which he or she	Pictionary Charades Fill in a worksheet with information about when, where, and at	<ul> <li>Beliefs</li> <li>Body parts</li> <li>Describing daily routine</li> <li>Narratives</li> <li>Expressions of time</li> <li>Professions</li> <li>Transportation and travel</li> <li>Nationalities</li> <li>Health</li> </ul>	Answering machine
Students will be able to express opinions, preferences, and make comparisons	invites the friend to a birthday party  Students present a dialogue which takes place in a shoe or clothing store in which they compare	Students work in pairs to write a skit in which they compare prices and sizes, and plan which props to bring in	<ul> <li>Accidents and disasters</li> <li>Going out to restaurants</li> <li>Outdoor activities</li> <li>Talking on the phone</li> </ul>	Props
Students will be able to acquire goods, services, or information orally and/or in writing	Students prepare 5 questions to ask a guest and ask at least one question each	Prepare questions about the country the guest speaker is from		Video Conferencing Maps Brochures posters

Level: 2, Grades 9-11

Goal One: Communication: Communicate in languages other than English

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students read and discuss excerpts from literary masterpieces	Students make poster/activity	Students study vocab and answer questions from excerpts.	<ul> <li>Emotions</li> <li>Feelings</li> <li>Questions</li> <li>Opinions</li> <li>Beliefs</li> </ul>	\ Discovering French
Students will be able to identify the principal characters and comprehend the main ideas and themes in selected literary texts	Test - answering questions on main ideas and character	Students read selected works by authors of target language	<ul> <li>Body parts</li> <li>Describing daily routine</li> <li>Narratives</li> <li>Expressions of time</li> <li>Professions</li> <li>Transportation and travel</li> <li>Nationalities</li> </ul>	Intermediate literary text
Students will be able to use prior knowledge to comprehend spoken and written messages	Students write a short resume of an article of their choice and report to other students what they read about	Read selected dialogues, paragraphs, and stories	<ul> <li>Nationalities</li> <li>Health</li> <li>Accidents and disasters</li> <li>Going out to restaurants</li> <li>Outdoor activities</li> <li>Talking on the phone</li> </ul>	Selected texts

Level: 2, Grades 9-11

Goal One: Communication: Communicate in languages other than English

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students present a	Write a skit and	• Emotions	Avancemos 2
present short plays and skits, recited selected poems and anecdotes and perform songs	short video skit that they have written and memorized	practice presenting the skit – Type 3Collins Writing  French and Spanish	<ul><li>Feelings</li><li>Questions</li><li>Opinions</li><li>Beliefs</li></ul>	Avancemos 2 DVDs
Students will be able to prepare a recorded message on a topic of personal interest	Recorded message	Sing-off  Students will prepare a recorded message for an answering machine	<ul> <li>Body parts</li> <li>Describing daily routine</li> <li>Narratives</li> <li>Expressions of time</li> <li>Professions</li> <li>Transportation and travel</li> <li>Nationalities</li> </ul>	Dictionary Props  Answering machine
Students will be able to prepare and make presentations to the class on various topics	Present video to class	Prepare a video on a favorite hobby or past time	<ul> <li>Health</li> <li>Accidents and disasters</li> <li>Going out to restaurants</li> <li>Outdoor activities</li> <li>Talking on the phone</li> </ul>	Discovering French
Students will be able to present information on plot and characters of selected pieces of age appropriate literature/movies	Students present their views to the class	In pairs, students prepare review of popular current movies		media

Level: 2, Grades 9-11

Goal Two: Cultures: Gain knowledge and Understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students are able to	Students act out various	<ul> <li>Emotions</li> </ul>	Avancemos 2
observe and understand	ask for directions, act	scenarios such as	<ul> <li>Feelings</li> </ul>	French in Action
patterns of behavior or	out going to the	asking for directions,	<ul> <li>Questions</li> </ul>	
interaction in various	doctor, or going	going shopping, to the	<ul> <li>Opinions</li> </ul>	Discovering French
settings	shopping	doctor or dentist	<ul> <li>Beliefs</li> </ul>	
			<ul> <li>Body parts</li> </ul>	
			<ul> <li>Describing daily routine</li> </ul>	
Students will be able to	Students are able to	Students identify and	<ul> <li>Narratives</li> </ul>	Internat CDs
Students will be able to observe and interpret	Students are able to	Students identify and are able to use	<ul> <li>Expressions of time</li> </ul>	Internet, CDs, videos
gestures and expressions in	give oral responses	colloquialisms	<ul> <li>Professions</li> </ul>	videos
various interactions		conoquiansins	<ul> <li>Transportation and travel</li> </ul>	
various interactions			<ul> <li>Nationalities</li> </ul>	
			<ul> <li>Health</li> </ul>	
			<ul> <li>Accidents and disasters</li> </ul>	
Students will be able to	Students will interact	Field trips to museums,	<ul> <li>Going out to restaurants</li> </ul>	
participate in age-	appropriately with	restaurants, embassies,	<ul> <li>Outdoor activities</li> </ul>	
appropriate cultural	native speaker of the	video conferencing and	<ul> <li>Talking on the phone</li> </ul>	
activities	target language	e-pals, etc.		

Level: 2, Grades 9-11

Goal Two: Cultures: Gain knowledge and Understanding of other cultures

Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students identify	Students read about	<ul> <li>Emotions</li> </ul>	Literature in target language
identify and investigate art,	items particular to the	oral tradition in	<ul> <li>Feelings</li> </ul>	
literature, and items that are	target language and	literature	<ul> <li>Questions</li> </ul>	Videos, DVDs, on-line video
particular to the culture	explain their use		<ul> <li>Opinions</li> </ul>	
			<ul> <li>Beliefs</li> </ul>	
			<ul> <li>Body parts</li> </ul>	
Students will be able to			<ul> <li>Describing daily routine</li> </ul>	Discovering French
experience and explore the			<ul> <li>Narratives</li> </ul>	
origin and contribution of			<ul> <li>Expressions of time</li> </ul>	
intangible products or	Students write their	Students identify	<ul> <li>Professions</li> </ul>	
concepts such as music,	reactions on an essay	products from	• Transportation and travel	Visuals
dance, rituals, and oral	or a test – Type 3	power point	• Nationalities	
tradition that are particular	Collins Writing	presentations	• Health	
to the culture			Accidents and disasters	
		Students listen to music	• Going out to restaurants	
		and translate lyrics	Outdoor activities  Talling and the plants	
			<ul><li>Talking on the phone</li><li>Rituals</li></ul>	
			• Events	
			<ul> <li>Customs</li> </ul>	

Level: 2, Grades 9-11

Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to discuss and demonstrate an understanding in the target language of topics learned in other subject areas	Students are able to report orally on a selected topic	Discussion of a selected topic from another course	<ul> <li>Emotions</li> <li>Feelings</li> <li>Questions</li> <li>Opinions</li> <li>Beliefs</li> <li>Body parts</li> <li>Describing daily routine</li> </ul>	Avancemos 2 French in Action  Discovering French
Students will be able to present reports in the target language on topics being studied in other subjects	Students are able to complete a report on a topic from another course in the target language – Type 4 or 5 Collins Writing	Students write a report on a topic from another course	<ul> <li>Narratives</li> <li>Expressions of time</li> <li>Professions</li> <li>Transportation and travel</li> <li>Nationalities</li> <li>Health</li> <li>Accidents and disasters</li> <li>Going out to restaurants</li> <li>Outdoor activities</li> <li>Talking on the phone</li> </ul>	Photos

# Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to prepare oral or written presentations on topics of personal interest using ageappropriate sources written for native speakers of the target language	Students complete an oral report using powerpoint or smartboard notebook software.	Travel project tailored to their own interest	All content as stated above	Internet Travel guides

Level: 2, Grades 9-11

Goal Four: Comparisons: Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of language through comparisons of the language studied and their own

Avancemos
French in Action  Discovering French
daily routine of time Avancemos on and travel s and disasters
o restaurants (vities) he phone  CDs Videos DVDs
ב ב

Level: 2, Grades 9-11

Goal Four: Comparisons: Develop insight into the nature of language and culture

Standard 4.2: Students demonstrate understanding of concept of culture through comparisons of the cultures studied and their own

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students are assessed	Students read dialogues	<ul> <li>Emotions</li> </ul>	Videos, DVDs
compare verbal and	on oral fluidity,	or repeat dialogue after	<ul> <li>Feelings</li> </ul>	
nonverbal behavior and	vocabulary, and	viewing videos	<ul> <li>Questions</li> </ul>	
interaction in various	pronunciation		<ul> <li>Opinions</li> </ul>	Discovering French
settings			<ul> <li>Beliefs</li> </ul>	
			<ul> <li>Body parts</li> </ul>	
			<ul> <li>Describing daily routine</li> </ul>	
0. 1 . 311 11 .	G. 1 . 1 . 1	C. 1 . 1 1 1	<ul> <li>Narratives</li> </ul>	X7: 1
Students will be able to	Students describe	Students read dialogues	<ul> <li>Expressions of time</li> </ul>	Videos
compare relationships and interaction in various	interactions or	and interact with native	<ul> <li>Professions</li> </ul>	Other language teachers or
	relationships in a	speakers	<ul> <li>Transportation and travel</li> </ul>	native speakers
settings	paragraph		<ul> <li>Nationalities</li> </ul>	
			<ul> <li>Health</li> </ul>	
			<ul> <li>Accidents and disasters</li> </ul>	
			<ul> <li>Going out to restaurants</li> </ul>	Discovering French
Students will be able to	Students write a	Students discuss the	<ul> <li>Outdoor activities</li> </ul>	Avancemos
hypothesize why certain	paragraph and	importance of different	<ul> <li>Talking on the phone</li> </ul>	French in Action
products originate in and/or	research different	foods such as cheeses	• Rituals	Internet
are important to a culture	countries		• Events	Encyclopedia
			• Customs	

Level: 2, Grades 9-11

Goal Five: Communities: Participate in multilingual communities at home & around the world

Standard 5.1: Students use language both within and beyond the school setting

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Teacher observes	Guest speakers interact	<ul> <li>Emotions</li> </ul>	Guest speakers
interact with speakers of the	interactions with	with students	<ul> <li>Feelings</li> </ul>	Video conferenceing
target language at school	guest speakers		<ul> <li>Questions</li> </ul>	
and in the community			<ul> <li>Opinions</li> </ul>	
			<ul> <li>Beliefs</li> </ul>	
	C. I I	G. 1	Body parts	
Students will be able to	Students read an	Students write a short	<ul> <li>Describing daily routine</li> </ul>	Avancemos
write and illustrate simple stories to present to others	original story	story about a famous	<ul> <li>Narratives</li> </ul>	French in Action
stories to present to others		person	<ul> <li>Expressions of time</li> </ul>	Discovering French
			<ul> <li>Professions</li> </ul>	-
Students will be able to	Oral assessment	Students report on	<ul> <li>Transportation and travel</li> </ul>	
discuss their preferences	Written test on sports	travel, favorite	<ul> <li>Nationalities</li> </ul>	Videos
concerning leisure activities	or other leisure	activities, sport scores	<ul> <li>Health</li> </ul>	
and current events with their	activities		<ul> <li>Accidents and disasters</li> </ul>	
peers in the target language			<ul> <li>Going out to restaurants</li> </ul>	
			<ul> <li>Outdoor activities</li> </ul>	
			<ul> <li>Talking on the phone</li> </ul>	
			<ul> <li>Rituals</li> </ul>	
			• Events	
			<ul> <li>Customs</li> </ul>	
			• Customs	

Level: 2, Grades 9-11

Goal Five: Communities: Participate in multilingual communities at home & around the world

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students listen to broadcasts in the target culture and discuss the message and content orally or in writing	Students list their comprehension of broadcasts on test and quizzes	Listen to broadcasts and answer questions and discuss topics as a group.	<ul> <li>Emotions</li> <li>Feelings</li> <li>Questions</li> <li>Opinions</li> <li>Beliefs</li> </ul>	Television or internet clips Videos Movies Pod-casts
Students will use various media from the target language and culture for enjoyment and entertainment	and cultural	Students listen to popular music and view videos, movies	Body parts     Describing daily routing	Discovering French
Students will consult various media sources in the target language and culture	Student's present information from an article read in the target language.	Write a 10% summary on an article or newsbroadcast.	<ul> <li>Health</li> <li>Accidents and disasters</li> <li>Going out to restaurants</li> <li>Outdoor activities</li> <li>Talking on the phone</li> <li>Rituals</li> <li>Events</li> <li>Customs</li> </ul>	Encyclopedias, internet, guide books, movies

Level: 3
Goal One: Communication: Communicate in languages other than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to describe activities or events	Oral or written tests	Weekly discussion of current events Students will describe activity from pictures.	<ul> <li>emergencies</li> <li>current events &amp; problems</li> <li>net &amp; intern news items</li> </ul>	On-line Newspapers in target language  Discovering French
Students will be able to write reports about people, things, and events	Report	Students will write two research papers, on such topics as famous people, authors, current events, historical events.	<ul> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> </ul>	Internet
Students will be able to tell and retell stories	Oral presentation	Students recap from the previous day's class.	<ul> <li>agreeing &amp; disagreeing</li> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	Anthology of Literature

Level: 3
Goal One: Communication: Communicate in languages other than English
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Essay test	Students analyze short	<ul> <li>emergencies</li> </ul>	Avancemos
demonstrate an understanding		Stories	• current events &	French in Action
of the main ideas and	Written reaction of		problems	
significant details in oral and	work		• net & intern news	Handouts
written language on a variety			items	
of topics			• politics	
			<ul> <li>historical figures</li> </ul>	
			• environmental issues	Discovering French
Students will be able to	Comparative essay	To read about a historical	• leaving & taking	
demonstrate an understanding	Collins writing piece	event and connect it to	messages	Internet
of importance of history and		literature using a diagram.	• job interviews applications	
culture in the literary works			<ul><li>applications</li><li>agreeing &amp;</li></ul>	
			disagreeing	***
			<ul> <li>cooking from</li> </ul>	History text
			directions	
Students will discuss the main	Character report	Character poster or skit	<ul> <li>asking for and</li> </ul>	
plot, subplot, characters, their	Character report	Character poster or skit	giving opinions	
descriptions, and roles.			and/or advice	
			<ul> <li>literary texts</li> </ul>	

Level: 3

Goal One: Communication: Communicate in languages other than English

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to create stories, poems, skits based on personal experience	Performance Readings	Students write and perform a skit based on an episode from their experience	<ul> <li>emergencies</li> <li>current events &amp; problems</li> <li>net &amp; intern news</li> </ul>	Avancemos French in Action Video camera
Students will be able to analyze an issue, event, or topic from perspective of both US and target culture	Oral or written analysis of events Editorial	Students discuss an event from their perspective and from the target culture perspective	<ul> <li>items</li> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> <li>cooking from</li> </ul>	Discovering French  News, current events
			directions <ul> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	

Level: 3
Goal Two: Cultures: Gain knowledge and understanding of other cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to observe, analyze, and interpret patterns of behavior and interaction in various settings  Students will be able to identify, examine, and discuss connections between cultural perspectives and	ASSESSMENT Students are able to give an oral summary of a video scenario.  Prepare and recite a monolog from a multicultural perspective	Students describe a scene from a video.  Students examine historical or current events from a different	<ul> <li>emergencies</li> <li>current events &amp; problems</li> <li>net &amp; intern news items</li> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> </ul>	Videos, DVDs or on-line videos  Discovering French  Texts, guest speakers or video showing
discuss connections between	multicultural	current events	agreeing &     disagreeing	1 -

Level: 3
Goal Two: Cultures: Gain knowledge and understanding of other cultures
Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
	Student report on an	Students read and	<ul> <li>emergencies</li> </ul>	Internet, CDs, slides, visual
	author, painter, or	analyze literature.	• current events &	aides
,	musician.	Ctudanta analysis a	problems	
from art, literature, and items that are particular to		Students analyze a painting or musical	• net & intern news	
the culture		composition.	items	Discovering French
the culture		composition.	• politics	Biscovering French
			<ul><li>historical figures</li><li>environmental</li></ul>	
			issues	
Students will be able to			<ul><li>leaving &amp; taking</li></ul>	
identify, analyze, and	0.1		messages	
· · · · · · · · · · · · · · · · · · ·	=	Cloze activity while	<ul><li>job interviews</li></ul>	CDs videos
rituals and oral tradition	interpret lyrics	listening to a song in the target language	applications	CDs, videos
		the target ranguage	<ul><li>agreeing &amp;</li></ul>	
			disagreeing	
Students will be able to			• cooking from	
identify, discuss, and			directions	
1 2	Students write an	Students discuss	<ul> <li>asking for and giving opinions</li> </ul>	
	analysis of an event.	current events, analyze	and/or advice	Current event clips, movies
and explore relationships among these institutions and		historical events such as colonialism.	<ul> <li>literary texts</li> </ul>	
perspectives		as coloniansin.	<i>y</i>	
perspectives				

Level: 3
Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students write essays	Students read historical	<ul> <li>emergencies</li> </ul>	Literary text
		<ul> <li>current events &amp;</li> </ul>	
about other subjects.	_	problems	Books on history, science
	language	<ul> <li>net &amp; intern news items</li> <li>politics</li> <li>historical figures</li> </ul>	Anthologies Internet
Students read and react to a topic.	Students discuss literature, history, theology, of target language.	<ul> <li>issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp;</li> </ul>	Discovering French
Students participate in an oral discussion		<ul> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	
	Students write essays in target language about other subjects.  Students read and react to a topic.	Students write essays in target language about other subjects.  Students read historical or scientific essays written in target language  Students read and react to a topic.  Students discuss literature, history, theology, of target language.  Students participate	Students write essays in target language about other subjects.  Students read and react to a topic.  Students participate in an oral discussion  Students write essays written in target language  Students read historical or scientific essays written in target language  • emergencies • current events & problems • net & intern news items • politics • historical figures • environmental issues • leaving & taking messages • job interviews applications • agreeing & disagreeing • cooking from directions • asking for and giving opinions and/or advice

Level: 3
Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to acquire information and recognize viewpoints only available in foreign language and culture	Students write an essay based on target language perspective.	Students watch and interpret movies and videos clips	<ul> <li>emergencies</li> <li>current events &amp; problems</li> <li>net &amp; intern news items</li> <li>politics</li> </ul>	Movies, video clips
Students will be able to discuss the content, themes, issues, and style points of songs, short stories, poems, plays, and articles written for native speakers of the target language	Testing using essay responses.	Students discuss a story, song, or poem, describing recurring themes.	<ul> <li>historical figures</li> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	Discovering French  Anthologies
Students will be able to discuss or prepare reports using a variety of sources and comparing these to the same topic written in English	Students write a report comparing perspectives.	Students read a newspaper from the target language and compare it with a similar story from an American paper.		Newspapers, magazines, and video clips in target language

Level: 3
Goal Four: Comparisons: Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of language through comparisons of language through comparisons of the language studied and their own

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to understand nature of language: foreign language to English	Oral discussion  Essay on perception	Students think outside of their own perspective through discussion and comparing idioms.	<ul> <li>emergencies</li> <li>current events &amp; problems</li> <li>net &amp; intern news items</li> <li>politics</li> <li>historical figures</li> </ul>	Avancemos  Discovering French  English grammar for French
Students will be able to recognize that cognates have the same, as well as different, meanings among languages, and speculate about the evolution of languages	Cloze test	Students recognize similar words.	<ul> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	students
Students will be able to demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another	Students identify correct meaning of phrases and idioms.	Students analyze simple expressions and direct translations.		
Students will be able to analyze elements of the target language, such as time, tense, and word order, and compare these to comparable English elements	Quizzes			

Level: 3
Goal Four: Comparisons: Develop insight into the nature of language and culture

Standard 4.2: Students demonstrate understanding of concept of culture through comparisons of the cultures studied and their own

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to compare nuances of	Text analysis	Students look up and interpret poetry.	<ul><li>emergencies</li><li>current events &amp; problems</li></ul>	Avancemos
meanings of words, idioms, and vocal inflections  Students will be able to compare and contrast	Compare/contrast essay, poster	Students compare short stories with life stories,	<ul> <li>net &amp; intern news items</li> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> </ul>	Discovering French Internet Video an audio clips
products, practices, and perspectives between the culture and their own culture	Collins Writing Piece	fables and folk tales.	<ul> <li>agreeing &amp; disagreeing</li> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	
Students will be able to identify and analyze cultural perspectives as reflected in a variety of literary genres	Tests, essays	Students discuss text from a cultural perspective.		

Level: 3
Goal Five: Communities: Participate in multilingual communities at home & around the world Standard 5.1: Students use language both within and beyond the school setting

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Portfolio of	Students correspond	<ul> <li>emergencies</li> </ul>	Internet
communicate orally or in writing with members of the other culture on topics of personal interest, community or world concern	correspondence	with target language speakers through e- pals  Students look up travel and/or tour information	<ul> <li>current events &amp; problems</li> <li>net &amp; intern news items</li> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> </ul>	Tour guides
Students will be able to participate in career exploration which requires proficiency in the target language and other sources	Report on second language career opportunities	Students explore second language careers.	<ul> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> <li>cooking from directions</li> <li>asking for and giving opinions and/or advice</li> <li>literary texts</li> </ul>	Video conferencing
Students will be able to use the target language to get information from speakers of that language and other sources	Students interact with guest speakers.	Students interact with guest speakers.		Speakers of target language

Goal Five: Communities: Participate in multi-lingual communities at home and around the worldStandard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Level: 3

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to read	Students plan travel		<ul> <li>emergencies</li> </ul>	Internet
and/or use various media	to another country	Students read	<ul> <li>current events &amp; problems</li> </ul>	
from the language and		magazines or tour	<ul> <li>net &amp; intern news items</li> </ul>	Film and video clips
culture for personal growth		guides in target	<ul><li>politics</li></ul>	
or enjoyment		language.	<ul> <li>historical figures</li> </ul>	5 5
Students will be able to	Portfolio of	Students correspond with speakers of target language.	<ul> <li>environmental issues</li> <li>leaving &amp; taking messages</li> <li>job interviews applications</li> <li>agreeing &amp; disagreeing</li> </ul>	Discovering French
establish and/or maintain	correspondence		• cooking from directions	
interpersonal relations with			<ul> <li>asking for and giving opinions and/or advice</li> </ul>	
speakers of the language			• literary texts	
		Students visit a restaurant.		
Students will be able to join clubs or groups that promote language activities (such as trips, concerts, or plays)	Participation in International Club activities	Students go on a trip to Europe, Canada, Mexico, etc.		International Club

Level:4

Goal One: Communication: Communicate in languages other than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to describe activities or events	Oral or written tests	Weekly discussion of current events Students will describe activity from pictures.	<ul> <li>Technology</li> <li>current events &amp; problems</li> <li>history of target language countries</li> </ul>	On-line Newspapers in target language  Discovering French
Students will be able to write reports about people, things, and events	Type 4 - Report	Students will write two research papers, on such topics as famous people, authors, current events, historical events.	<ul> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>Commercials</li> <li>Everyday life of youths</li> </ul>	Internet
Students will be able to tell and retell stories	Oral presentation	Students recap from the previous day's class or from their weekend.	<ul> <li>Debating</li> <li>Instructing classes</li> <li>asking for and giving opinions and/or advice</li> <li>professions and higher education</li> <li>literary text analysis</li> </ul>	Anthology of Literature

Level: 4
Goal One: Communication: Communicate in languages other than English
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Essay test	Students analyze short	<ul> <li>Technology</li> </ul>	Avancemos
demonstrate an understanding		Stories	• current events &	French in Action
of the main ideas and	Written reaction of		proble	
significant details in oral and	work	Students will reflect in a	ms	Handouts
written language on a variety		Type 1 after a seeing a	<ul> <li>history of target</li> </ul>	
of topics		speaker in the target	language	
		language.	countries	
			<ul> <li>politics</li> </ul>	D E I
Students will be able to	Commonative	To read about a historical	<ul> <li>historical figures</li> </ul>	Discovering French
	Comparative essay Collins writing piece	event and connect it to	<ul> <li>environmental issues</li> </ul>	Internet
demonstrate an understanding of importance of history and	Comms writing piece	literature using a diagram.	<ul> <li>Commercials</li> </ul>	Internet
culture in the literary works		interacture using a diagram.	<ul> <li>Everyday</li> </ul>	
culture in the interacty works			life of	
			youths	History text
			Debating	
			• Instructing	
Students will discuss the main	Character report	Participates in a party	classes	
plot, subplot, characters, their	1	dressed and acting like a	<ul> <li>asking for and giving</li> </ul>	
descriptions, and roles.		character from a book or	opinions and/or	
		history.	advice	
			• professions and	
			higher education	
			<ul> <li>literary text analysis</li> </ul>	
				1

Level: 4

Goal One: Communication: Communicate in languages other than English

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to create stories, poems, skits based on personal experience	Performance Readings	Students write and perform a skit based on an episode from their experience	<ul> <li>Technology</li> <li>current events &amp; proble</li> <li>ms</li> </ul>	Avancemos French in Action Video camera
Students will be able to analyze an issue, event, or	Oral or written analysis of events	Students discuss an event from their perspective and	<ul> <li>history of target language countries</li> <li>politics</li> <li>historical figures</li> </ul>	Discovering French
topic from perspective of both US and target culture	Editorial	from the target culture perspective	<ul><li>environmental issues</li><li>Commercials</li><li>Everyday</li></ul>	News, current events
			life of youths Debating Instructing	
			classes <ul><li>asking for and giving opinions and/or advice</li></ul>	
			<ul><li>professions and higher education</li><li>literary text analysis</li></ul>	

Level: 4
Goal Two: Cultures: Gain knowledge and understanding of other cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to observe, analyze, and interpret patterns of behavior and interaction in various settings  Students will be able to identify, examine, and discuss connections between cultural perspectives and practices	Students are able to give an oral summary of a video scenario.  Prepare and recite a monolog from a multicultural perspective	Students describe a scene from a video.  Students examine historical or current events from a different perspective	<ul> <li>Technology</li> <li>current events &amp; proble ms</li> <li>history of target language</li> </ul>	Videos, DVDs or on-line videos  Discovering French  Texts, guest speakers or video showing multicultural perspective

Level: 4
Goal Two: Cultures: Gain knowledge and understanding of other cultures
Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Student report on an	Students read and	<ul> <li>Technology</li> </ul>	Internet, CDs, slides, visual
identify analyze, and	author, painter, or	analyze literature.	<ul><li>current events &amp;</li></ul>	aides
evaluate themes and ideas,	musician.		proble	
from art, literature, and		Students analyze a	ms	
items that are particular to		painting or musical	<ul> <li>history of</li> </ul>	Discovering Franch
the culture		composition.	target ranguage	Discovering French
			countries	
			• politics	
Students will be able to			<ul><li>historical figures</li><li>environmental issues</li></ul>	
identify, analyze, and			G . 1	
evaluate music, dance,	Students successfully	Cloze activity while		
rituals and oral tradition	interpret lyrics	listening to a song in	• Everyday life of	CDs, videos
		the target language	youths	
			<ul><li>Debating</li></ul>	
			<ul><li>Instructing</li></ul>	
Students will be able to			classes	
identify, discuss, and analyze social, economic	Students write an	Students discuss	<ul> <li>asking for and</li> </ul>	
and political institutions,	analysis of an event.	current events, analyze	giving opinions	Current event clips, movies
and explore relationships	anarysis of an event.	historical events such	and/or advice	Current event emps, movies
among these institutions and		as colonialism.	<ul> <li>professions and</li> </ul>	
perspectives			higher education	
			<ul> <li>literary text analysis</li> </ul>	

Level: 4
Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Students write essays	Students read historical	<ul> <li>Technology</li> </ul>	Literary text
reinforce and further	in target language	or scientific essays	<ul> <li>current events &amp;</li> </ul>	
knowledge of other	about other subjects.	written in target	proble	Books on history, science
disciplines through the		language	ms	
target language			<ul> <li>history of</li> </ul>	Anthologies
			target language	Internet
			countries	Internet
Students will be able to	Students read and	Students discuss	<ul><li>politics</li><li>historical figures</li></ul>	Discovering French
discuss topics from other	react to a topic.	literature, history,	<ul> <li>environmental issues</li> </ul>	2
subjects including concepts,	_	of target language.	Commercials	
issues, and concerns			Everyday	
			life of	
			youths	
G. 1		G. 1	<ul> <li>Debating</li> </ul>	
Students will be able to	Students participate in an oral discussion	Students create a	• Instructing	
acquire and incorporate information from a variety	ili ali orai discussion	cross-disciplinary project working in	classes	
of sources about a topic		their language	<ul> <li>asking for and</li> </ul>	
being studied in other		class as well as	giving opinions	
subjects		one other class.	and/or advice	
			<ul> <li>professions and</li> </ul>	
			higher education	
			<ul> <li>literary text analysis</li> </ul>	

Level: 4

Goal Three: Connections: Connect with other disciplines and acquire information

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to acquire information and recognize viewpoints only available in foreign language and culture  Students will be able to discuss the content, themes, issues, and style points of songs, short stories, poems, plays, and articles written for native speakers of the target language	Students write an essay based on target language perspective.  Testing using essay responses.	Students watch and interpret movies and videos clips  Students discuss a story, song, or poem, describing recurring themes.	<ul> <li>Technology</li> <li>current events &amp; problems</li> <li>history of target language countries</li> <li>politics</li> <li>historical figures</li> <li>environmental issues</li> <li>Commercials</li> <li>Everyday life of youths</li> <li>Debating</li> <li>Instructing classes</li> <li>asking for and giving opinions and/or advice</li> <li>professions and higher education</li> <li>literary text analysis</li> </ul>	Movies, video clips  Discovering French  Anthologies
Students will be able to discuss or prepare reports using a variety of sources and comparing these to the same topic written in English	Students write a report comparing perspectives.	Students read a newspaper from the target language and compare it with a similar story from an American paper.		Newspapers, magazines, and video clips in target language

Level: 4

Goal Four: Comparisons: Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of language through comparisons of language through comparisons of the language studied and their own

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to understand nature of language: foreign language to English	Oral discussion  Essay on perception	Students think outside of their own perspective through discussion and comparing idioms.	<ul> <li>Technology</li> <li>current events &amp; problems</li> <li>history of target language countries</li> <li>politics</li> </ul>	Avancemos  Discovering French  English grammar for French
Students will be able to recognize that cognates have the same, as well as different, meanings among languages, and speculate about the evolution of languages	Cloze test	Students recognize similar words.	<ul> <li>historical figures</li> <li>environmental issues</li> <li>Commercials</li> <li>Everyday life of youths</li> <li>Debating</li> <li>Instructing classes</li> </ul>	students
Students will be able to demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another	Students identify correct meaning of phrases and idioms.	Students analyze simple expressions and direct translations.	<ul> <li>asking for and giving opinions and/or advice</li> <li>professions and higher education</li> <li>literary text analysis</li> </ul>	
Students will be able to analyze elements of the target language, such as time, tense, and word order, and compare these to comparable English elements	Quizzes	Students correct incorrect sentences in the target language.		

Level: 4
Goal Four: Comparisons: Develop insight into the nature of language and culture
Standard 4.2: Students demonstrate understanding of concept of culture through comparisons of the cultures studied and their own

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to compare nuances of meanings of words, idioms,	Text analysis	Students look up and interpret poetry.	<ul><li>Technology</li><li>current events &amp;</li></ul>	Avancemos
and vocal inflections			problems <ul><li>history of target</li><li>language countries</li></ul>	Discovering French
			• politics	Internet
Students will be able to compare and contrast products, practices, and perspectives between the culture and their own culture	Compare/contrast essay, poster Collins Writing Piece	Students compare short stories with life stories, fables and folk tales.	<ul> <li>historical figures</li> <li>environmental issues</li> <li>Commercials</li> <li>Everyday life of youths</li> <li>Debating</li> <li>Instructing classes</li> <li>asking for and giving opinions and/or advice</li> </ul>	Video an audio clips
Students will be able to identify and analyze cultural perspectives as reflected in a variety of literary genres	Tests, essays	Students discuss text from a cultural perspective.	<ul> <li>professions and higher education</li> <li>literary text analysis</li> </ul>	

Level: 4
Goal Five: Communities: Participate in multilingual communities at home & around the world Standard 5.1: Students use language both within and beyond the school setting

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to	Portfolio of	Students correspond	<ul> <li>Technology</li> </ul>	Internet
communicate orally or in writing with members of the other culture on topics of personal interest,	correspondence	with target language speakers through e- pals	<ul> <li>current events &amp; problems</li> <li>history of target</li> </ul>	Tour guides
community or world concern		Students look up travel and/or tour information	<ul><li>language countries</li><li>politics</li><li>historical figures</li><li>environmental issues</li></ul>	Video conferencing
Students will be able to participate in career exploration which requires proficiency in the target language and other sources	Report on second language career opportunities	Students explore second language careers.	<ul> <li>Commercials</li> <li>Everyday life of youths</li> <li>Debating</li> <li>Instructing classes</li> <li>asking for and giving opinions and/or advice</li> <li>professions and higher</li> </ul>	
Students will be able to use the target language to get information from speakers of that language and other sources	Students interact with guest speakers.	Students interact with guest speakers.	education • literary text analysis	Speakers of target language

Level: 4

Goal Five: Communities: Participate in multi-lingual communities at home and around the world

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and

enrichment.

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to read	Students plan travel		<ul> <li>Technology</li> </ul>	Internet
and/or use various media	to another country	Students read	• current events &	
from the language and		magazines or tour	problems	Film and video clips
culture for personal growth		guides in target	<ul> <li>history of target</li> </ul>	
or enjoyment		language.	language countries	
		Students correspond	• politics	Discovering French
		with speakers of target	<ul> <li>historical figures</li> </ul>	
		language.	• environmental issues	
Students will be able to	Portfolio of	Tunguage.	• Commercials	
establish and/or maintain	correspondence		Everyday life of	
interpersonal relations with			youths	
speakers of the language			Debating     Tracting alongs	
			Instructing classes	
		Students visit a	<ul> <li>asking for and giving opinions and/or advice</li> </ul>	
		restaurant.	<ul> <li>professions and higher</li> </ul>	
Ctrade at a resillation that the second	Dankiain akian in	Ct. 1t	education	
Students will be able to join	Participation in	Students go on a trip	<ul><li>literary text analysis</li></ul>	International Club
clubs or groups that promote language activities (such as	International Club activities	to Europe, Canada, Mexico, etc.	interary text analysis	international Club
trips, concerts, or plays)	Club activities	Mexico, etc.		
urps, concerts, or plays)				