

GRADE LEVEL: 9-12

SUBJECT: French I

DATE: 2016-2017

GRADING PERIOD: Quarter 1

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> Greetings and farewells Formal vs. Informal 	1.1.1: Oral Expression <ul style="list-style-type: none"> Use greetings and farewells in limited social situations, both formal and informal. Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. 	<ul style="list-style-type: none"> State greetings and farewells. Express information about self and others. Recognize informal vs. formal situations. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Greetings The verb avoir (to have) Descriptive adjectives The verb être (to be) Formal vs. Informal greetings 	CRITICAL
<ul style="list-style-type: none"> Basic requests Simple questions 	1.1.2: Oral Request for Information <ul style="list-style-type: none"> Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> Ask simple questions about other people's information. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Likes and dislikes Physical descriptions and personality traits Leisure activities Gender of nouns: masculine vs. feminine Regular –er verbs Classroom object and expressions Family and pets Possessive adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple preferences • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. <p>Examples: Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> • Write simple information about one self and others. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Likes and dislikes • Physical descriptions and personality traits • Leisure activities • Gender of nouns: masculine vs. feminine • Regular –er verbs • Classroom object and expressions • Family and pets • Possessive adjectives 	CRITICAL
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions about other people’s information. • Interpret the questions. • Answer the questions. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Likes and dislikes • Physical descriptions and personality traits • Leisure activities • Gender of nouns: masculine vs. feminine • Regular –er verbs • Classroom object and expressions • Family and pets • Possessive adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Likes and dislikes • Physical descriptions and personality traits • Leisure activities • Gender of nouns: masculine vs. feminine • Regular –er verbs • Classroom objects and expressions • Family and pets • Possessive adjectives 	CRITICAL
<ul style="list-style-type: none"> • Familiar vocabulary for reading comprehension 	1.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the reading. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Likes and dislikes • Physical descriptions and personality traits • Leisure activities • Gender of nouns: masculine vs. feminine • Regular –er verbs • Classroom objects and expressions • Family and pets • Possessive adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cognates, familiar vocabulary • Background knowledge • Alphabet, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Alphabet, accents, special characters • Cognates vs. false cognates 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Verb: to like • Negation • Adverbs of frequency 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Verb: to like • Negation • Adverbs of frequency 	CRITICAL
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	<p>1.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Accents and special characters • Conjugate • Intonation 	CRITICAL
<p>STANDARD 4 CULTURES: Develop awareness of other cultures</p>					
<ul style="list-style-type: none"> • Basic routine practices and customs • Verbal and non-verbal communication 	<p>1.4.1: Practices</p> <ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Personal space and formal vs. informal greetings • Nonverbal gestures • Maisons des Jeunes et de la Culture (like a YMCA) • Coat of arms • French music • Rap • Raï • Zydeco • Cajun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Geography 	<p>1.4.3: Perspectives</p> <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Francophone countries • Provinces, départements and arrondissements 	CRITICAL
<p>STANDARD 5 CONNECTIONS: Make connections to other content areas</p>					
<ul style="list-style-type: none"> • Content area concepts and skills 	<p>1.5.2: Implement content area concepts and skills through relevant activities. Examples: Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> • Identify Franco phone countries on maps. • Solve simple math problems. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Numbers 0-100 • Francophone Countries in Europe, Africa and North America 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Target cultures and language 	1.6.2: Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> • Relate to culturally authentic resources as examples of target language. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Cathédrales • Châteaux • Carnaval • Musées 	CRITICAL
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Cognates between English and target language 	1.7.1: Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> • Recognize cognates of target language. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Cognate vs. false cognates 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Level appropriate language structures 	1.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Duplicate and recognize first - level language structures. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Definite and indefinite articles • Gender of nouns • Conjugation of verbs 	CRITICAL
<ul style="list-style-type: none"> • Common idiomatic and colloquial expressions 	1.7.3: Compare common idiomatic and colloquial expressions in the target language.	<ul style="list-style-type: none"> • Compare and contrast idiomatic expressions in target language. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Nonverbal gestures • Entre copains (between friends) expressions for everyday conversation 	IMPORTANT
<ul style="list-style-type: none"> • Authentic simple forms of address 	1.7.4: Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> • Recognize formal vs informal address. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Formal and Informal: Tu vs. Vous 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Living patterns of diverse cultures 	1.7.5: Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> Compare and contrast cultural daily patterns. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Maisons des jeunes de la Culture (like a YMCA) 	CRITICAL
STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings					
<ul style="list-style-type: none"> Target's language cuisine, music, drama, literature, etc. 	1.8.3: Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	<ul style="list-style-type: none"> Observe and reproduce cultural aspects of target language. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Traditional dances Farandole Rigaudon Bourrée 	CRITICAL

GRADE LEVEL: 9-12

SUBJECT: French I

DATE: 2016-2017

GRADING PERIOD: Quarter 2

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> Greetings and farewells Formal vs. Informal 	1.1.1: Oral Expression <ul style="list-style-type: none"> Use greetings and farewells in limited social situations, both formal and informal. Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. 	<ul style="list-style-type: none"> State greetings and farewells. Express information about self and others. Recognize informal vs. formal situations. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work Pen pal letter 	<ul style="list-style-type: none"> Prior vocabulary School subjects Days of the week Time Regular –re verbs Verbs with spelling changes School supplies Colors Numbers 31-201 	CRITICAL
<ul style="list-style-type: none"> Basic requests Simple questions 	1.1.2: Oral Request for Information <ul style="list-style-type: none"> Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> Ask simple questions about other people’s information. Practice asking basic requests. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work Pen pal letter 	<ul style="list-style-type: none"> Prior vocabulary School subjects Days of the week Time Regular –re verbs Verbs with spelling changes School supplies Colors Numbers 31-201 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple preferences • School subjects • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. <p>Examples: Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> • Write simple information about one self and others. • Express preferences. • Develop a written dialogue. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Pen pal letter 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	CRITICAL
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions about other people’s information. • Interpret the questions. • Answer the questions. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Pen pal letter 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	CRITICAL
<ul style="list-style-type: none"> • Speaking strategies • Listening strategies 	<p>1.1.5: Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. • Example: Asking for clarification, recognizing cognates. 	<ul style="list-style-type: none"> • Compare and contrast speaking and listening strategies in order to ease understanding. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Pen pal letter 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	CRITICAL
<ul style="list-style-type: none"> • Familiar vocabulary for reading comprehension • Informational Texts 	1.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the reading. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cognates, familiar vocabulary • Background knowledge • Alphabets, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 • Opinion words • Needs vs. wants • Currency terms • 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 • Opinion words • Needs vs. wants • Currency terms 	CRITICAL
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	<p>1.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 • Opinion words • Needs vs. wants • Currency terms 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 4 CULTURES: Develop awareness of other cultures					
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Products of the cultures • Fine arts • Cuisine • Holidays • Cities 	1.4.2: Products <ul style="list-style-type: none"> • Identify products of the target cultures, such as fine arts, cuisine, holidays, etc. 	<ul style="list-style-type: none"> • Identify products. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Holidays • Noël • Pâques • Carnaval • Specialties of Quebec • Érable • Poutine • Creton 	ADDITIONAL
<ul style="list-style-type: none"> • Geography • History • Religion 	1.4.3: Perspectives <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Province of Québec • Québec City • Montréal • Explorers • Samuel de Champlain • Jacques Cartier • Major religions • Roman Catholic • Judaism • Protestant • Islam 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> Basic objects and concepts 	<p>1.5.1: Describe basic objects and concepts from other content areas in simple terms. Examples: Celsius/Fahrenheit conversion (Science), map skills (Social Studies), etc.</p>	<ul style="list-style-type: none"> Explain basic object and contents from other content areas. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Prior vocabulary School subjects Days of the week Time Regular –re verbs Verbs with spelling changes School supplies Colors Numbers 31-201 Opinion words Needs vs. wants Currency terms 	IMPORTANT
<ul style="list-style-type: none"> Content area concepts and skills 	<p>1.5.2: Implement content area concepts and skills through relevant activities. Examples: Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> Identify Franco phone countries on maps. Solve simple math problems. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Prior vocabulary School subjects Days of the week Time Regular –re verbs Verbs with spelling changes School supplies Colors Numbers 31-201 Opinion words Needs vs. wants Currency terms 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources 	1.6.1: Use digital media and culturally authentic resources to reinforce vocabulary, such as language websites and online dictionaries.	<ul style="list-style-type: none"> • Relate to digital media and culturally authentic resources. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Le Monde online • (French online newspaper) 	IMPORTANT
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Cultures and language • Websites • Photographs 	1.6.2: Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> • Use websites to research and relate to culturally authentic resources. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Cathédrales • Notre Dame • St. Chapelle • Sacre Cœur • Châteaux • Chambord • Chenonceau • Azay-le-Rideau • Musées • Louvre • Musée d’Orsay • Centre Pompidou 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Cognates 	1.7.1: Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> • Recognize cognates. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • School subjects • Days of the week • Time • Regular –re verbs • Verbs with spelling changes • School supplies • Colors • Numbers 31-201 • Opinion words • Needs vs. wants • Cognates vs. false cognates 	CRITICAL
<ul style="list-style-type: none"> • Language structures 	1.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Duplicate and recognize first - level language structures. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Conjugation of verbs 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Idiomatic and colloquial expressions 	<p>1.7.3: Compare common idiomatic and colloquial expressions in the target language.</p>	<ul style="list-style-type: none"> Compare and contrast idiomatic expressions. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Prior vocabulary Entre copains (between friends expressions for everyday conversation) 	IMPORTANT
<ul style="list-style-type: none"> Simple forms of address 	<p>1.7.4: Compare authentic simple forms of address in everyday situations.</p>	<ul style="list-style-type: none"> Recognize formal vs informal address. Compare and contrast formal vs informal situations. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Prior Vocabulary Formal and Informal: Tu vs. Vous 	CRITICAL
<ul style="list-style-type: none"> Living patterns of diverse cultures 	<p>1.7.5: Compare daily living patterns of other cultures and the learner's own culture.</p>	<ul style="list-style-type: none"> Compare and contrast cultural daily patterns. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Chapter exams In-class work 	<ul style="list-style-type: none"> Prior Vocabulary Maisons des jeunes de la Culture (like a YMCA) 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Celebrations and holidays of other cultures 	<p>1.7.6: Compare celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p>	<ul style="list-style-type: none"> • Compare and contrast celebrations and holidays of other cultures. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Noël • La Toussaint • Réveillon 	ADDITIONAL
<p>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p>					
<ul style="list-style-type: none"> • Cuisine • Music • Drama • Literature 	<p>1.8.3: Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</p>	<ul style="list-style-type: none"> • Observe and reproduce cultural aspects. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Traditional holiday foods • Bûche de Noël • Foie Gras • Tourtière • Les huîtres 	CRITICAL

GRADE LEVEL: 9-12

SUBJECT: French I

DATE: 2016-2017

GRADING PERIOD: Quarter 3

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> • Greetings and farewells • Formal vs. Informal • Information • Sports and leisure • Weather • Months and seasons • Places in town 	<p>1.1.1: Oral Expression</p> <ul style="list-style-type: none"> • Use greetings and farewells in limited social situations, both formal and informal. • Share information about self and others in simple terms. <p>Examples: Name, age, origin, physical attributes, etc.</p>	<ul style="list-style-type: none"> • State greetings and farewells. • Express information about self and others. • Recognize informal vs. formal situations. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.2: Oral Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Ask simple questions about sports and activities. • Ask for opinions about foods. • Ask about prices of foods. • Practice asking basic requests. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple preferences • Sports and activities • Foods and drinks • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. <p>Examples: Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> • Write simple information about preferred activities. • Write opinions about foods and drinks. • Express preferences. • Develop a written dialogue. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions to use in restaurant situations. • Interpret the questions. • Answer the questions. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Speaking strategies • Listening strategies 	<p>1.1.5: Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. <p>Example: Asking for clarification, recognizing cognates.</p>	<ul style="list-style-type: none"> • Compare and contrast speaking and listening strategies in order to ease understanding. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases • Invitations • Plans 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Familiar vocabulary for reading comprehension • Informational texts 	<p>1.2.2: Comprehending Written Language</p> <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the text. • Categorize sports and activities to correspond with seasons and weather conditions. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cognates, familiar vocabulary • Background knowledge • Alphabets, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. • Plan activities for different seasons and weather conditions. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 3 COMMUNICATION: Present information in a language other than English					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	1.3.1: Presenting Oral Language <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. • Perform a café skit to order foods and drinks. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to express opinions about foods and drinks. • Distinguish between several places in town to determine where one would go for different activities. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	<p>1.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. • Compare the different uses of the verbs aller and venir. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work • Café skit 	<ul style="list-style-type: none"> • Prior vocabulary • Sports and leisure activities • Seasons • Months • Places in town • Weather • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 4 CULTURES: Develop awareness of other cultures					
<ul style="list-style-type: none"> • Products of the cultures • Fine arts • Cuisine • Holidays • Cities 	1.4.2: Products <ul style="list-style-type: none"> • Identify products of the target cultures, such as fine arts, cuisine, holidays, etc. 	<ul style="list-style-type: none"> • Identify products. • Take part in competitions of popular games. • Compare and contrast common holiday practices. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Games • Pétanque • Boules • Cochonnet • Cuisine • Les tartes • Le croissant • Le far Breton • Fruit de mer • Holidays • L'Épiphanie • Mardi Gras 	ADDITIONAL
<ul style="list-style-type: none"> • Geography • History • Religion 	1.4.3: Perspectives <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products. • Investigate distinct geographical characteristics of Western France. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • L'Ouest de la France (Western France) • Normandie • Bretagne • Pays de la Loire 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> • Basic objects and concepts • Euros 	<ul style="list-style-type: none"> • 1.5.1: Describe basic objects and concepts from other content areas in simple terms. Examples: Celsius/Fahrenheit conversion (Science), map skills (Social Studies), etc. 	<ul style="list-style-type: none"> • Explain basic object and contents from other content areas. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work • Café skit • Dollars to euros conversion 	<ul style="list-style-type: none"> • Prior vocabulary • The verb faire (to do, to make) • The verb aller (to go) and the near future • The verb venir (to come) and the recent past • Foods and drinks • Place settings • The verb vouloir (to want) • The verb prendre (to take) • The verb boire (to drink) • The imperative 	IMPORTANT
<ul style="list-style-type: none"> • Content area concepts and skills 	<ul style="list-style-type: none"> • 1.5.2: Implement content area concepts and skills through relevant activities. Examples: Survey results and tell time (Math), • use a map or GPS technology to identify locations (Social Studies), etc. 	<ul style="list-style-type: none"> • Research the economic impact on France from World War I and World War II. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Les Trente glorieuses (thirty year economic boom) • Normandy beaches • Omaha • Juno • Utah 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources 	1.6.1: Use digital media and culturally authentic resources to reinforce vocabulary, such as language websites and online dictionaries.	<ul style="list-style-type: none"> • Relate to digital media and culturally authentic resources. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Le Monde online • (French online newspaper) 	ADDITIONAL
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Cultures and language • Websites • Photographs 	1.6.2: Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> • Use websites to research and relate to culturally authentic resources. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Cathédrales • Notre Dame • St. Chapelle • Sacre Cœur • Châteaux • Chambord • Chenonceau • Azay-le-Rideau • Musées • Louvre • Musée d’Orsay • Centre Pompidou 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Cognates 	1.7.1: Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> • Recognize cognates. • Identify different foods by using cognates. • 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Cognate vs. false cognates 	IMPORTANT
<ul style="list-style-type: none"> • Language structures 	1.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Duplicate and recognize first - level language structures. 	<ul style="list-style-type: none"> • Quizzes • Textbook assignments • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Conjugation of verbs • Formal vs informal use of commands (impératif) 	IMPORTANT
<ul style="list-style-type: none"> • Idiomatic and colloquial expressions • Hunger • Thirst • Needs • Wants 	1.7.3: Compare common idiomatic and colloquial expressions in the target language.	<ul style="list-style-type: none"> • Compare and contrast idiomatic expressions. • Select appropriate idioms to describe feelings. 	<ul style="list-style-type: none"> • Quizzes • Textbook assignments • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Entre copains (between friends) expressions for everyday conversation • Idioms with avoir • besoin de • envie de • faim • soif • chaud • froid • sommeil 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple forms of address 	<p>1.7.4: Compare authentic simple forms of address in everyday situations.</p>	<ul style="list-style-type: none"> • Recognize formal vs informal address. • Compare and contrast formal vs informal situations. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Formal and Informal: Tu vs. Vous 	IMPORTANT
<ul style="list-style-type: none"> • Living patterns of diverse cultures 	<p>1.7.5: Compare daily living patterns of other cultures and the learner's own culture.</p>	<ul style="list-style-type: none"> • Compare and contrast cultural daily patterns. • Discuss popular employment opportunities and hypothesize logical reasons for these opportunities. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Industry and agriculture of Western France • La dentelle • Le point d'Alençon • La pêche • Les produits laitier • Les pommes 	IMPORTANT
<ul style="list-style-type: none"> • Celebrations and holidays of other cultures 	<p>1.7.6: Compare celebrations and holidays of other cultures and compare them to those of the learner's culture.</p>	<ul style="list-style-type: none"> • Compare and contrast celebrations and holidays of other cultures. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Galette • Le jour des rois 	ADDITIONAL
<ul style="list-style-type: none"> • Contributions in culture 	<p>1.7.7: Identify contributions from the target cultures.</p>	<ul style="list-style-type: none"> • Examine contributions. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Pierre and Marie Curie • Louis Braille • Lumière brothers 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings					
<ul style="list-style-type: none"> Experiences from the classroom 	1.8.1: Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> Display tourist brochures within the school. 	<ul style="list-style-type: none"> Group work In-class work Tourist brochure 	<ul style="list-style-type: none"> Prior Vocabulary 	ADDITIONAL
<ul style="list-style-type: none"> Use in community Use in daily life 	1.8.2: Recognize the use of the target language in the learner's community or daily life.	<ul style="list-style-type: none"> Show and tell about language use in daily lives. 	<ul style="list-style-type: none"> Show and tell with products, signs or instructions found in the student's community or home. 	<ul style="list-style-type: none"> Prior Vocabulary 	ADDITIONAL
<ul style="list-style-type: none"> Cuisine Music Drama Literature 	1.8.3: Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	<ul style="list-style-type: none"> Observe and reproduce cultural aspects. 	<ul style="list-style-type: none"> Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Music Vanessa Paradis Johnny Hallyday Maurice Chevalier Édith Piaf 	ADDITIONAL

GRADE LEVEL: 9-12

SUBJECT: French I

DATE: 2016-2017

GRADING PERIOD: Quarter 4

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> • Greetings and farewells • Formal vs. Informal • Information • Clothing • Accessories • Sports equipment • Chores • House and furniture 	1.1.1: Oral Expression <ul style="list-style-type: none"> • Use greetings and farewells in limited social situations, both formal and informal. • Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. 	<ul style="list-style-type: none"> • Interpret what kind of greetings and farewells to use. • Express information about self and others. • Recognize informal vs. formal situations. • Maintain a conversation. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic requests • Clothing • Accessories • Sports equipment • Simple questions • House and furniture • Chores 	<p>1.1.2: Oral Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Ask simple questions about clothing and accessories. • Ask for opinions about clothing. • Ask someone politely to do chores around the house. • Practice asking basic requests. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL
<ul style="list-style-type: none"> • Simple preferences • Sports and activities • Foods and drinks • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. <p>Examples: Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> • Write simple complete sentences about clothing preferences. • Write complete sentences to tell how often and for what occasions you wear different items of clothing. • Express preferences. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions to use when shopping in a store. • Interpret the questions. • Answer the questions. • Choose correct conjugation and tenses of verbs. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL
<ul style="list-style-type: none"> • Speaking strategies • Listening strategies 	<p>1.1.5: Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. • Example: Asking for clarification, recognizing cognates. 	<ul style="list-style-type: none"> • Compare and contrast speaking and listening strategies in order to aid understanding. • Deduce the meaning of clothing and accessories. • Ask questions to clarify information. • Recognize cognates. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases • Invitations • Plans 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. • Develop a simple conversation from information given. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Familiar vocabulary for reading comprehension • Informational texts 	<p>1.2.2: Comprehending Written Language</p> <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the text. • Categorize items by which store and department one would find them. • Combine chores into inside and outside lists. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL
<ul style="list-style-type: none"> • Cognates, familiar vocabulary • Background knowledge • Alphabets, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. • Convince others to help with chores. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. • Discuss chores with other students. • Choose correct conjugation and tenses. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to express opinions about clothes and accessories. • Distinguish between several places in town to determine where one would go to buy different items. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	<p>1.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. • Compare the uses of the present and past tense of verbs. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 4 CULTURES: Develop awareness of other cultures					
<ul style="list-style-type: none"> • Products of the cultures • Fine arts • Cuisine • Holidays • Cities 	1.4.2: Products <ul style="list-style-type: none"> • Identify products of the target cultures, such as fine arts, cuisine, holidays, etc. 	<ul style="list-style-type: none"> • Identify products. • Create designs for “batik” fabric. • Compare and contrast common ingredients used in West African cuisine. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Le Sénégal • Dakar • Saint-Louis • Gastronomie • Le poulet yassa • Tieboudienne • Le couscous • Artisanat • La vannerie • Le batik • Le boubou 	ADDITIONAL
<ul style="list-style-type: none"> • Geography • History • Religion 	1.4.3: Perspectives <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products. • Investigate distinct geographical characteristics of West Africa. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Four kingdoms • Jolof • Walo • Cajor • Bawol • Géographie • La Casamance • Cap Vert • Sénégal 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> • Basic objects and concepts 	<p>1.5.1: Describe basic objects and concepts from other content areas in simple terms. Examples: Celsius/Fahrenheit conversion (Science), map skills (Social Studies), etc.</p>	<ul style="list-style-type: none"> • Explain basic object and contents from other content areas. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Clothing and accessories • Sports equipment, leather goods and jewelry • Chores • House and furniture • The verb mettre (to put, to put on) • The verb pouvoir (to be able) • Le passé composé (past tense) or regular and irregular • Demonstrative adjectives 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> • Content area concepts and skills 	<p>1.5.2: Implement content area concepts and skills through relevant activities. Examples: Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> • Compare and contrast traditional Senegalese music with modern music. 	<ul style="list-style-type: none"> • In-class demonstration with musical instruments 	<ul style="list-style-type: none"> • Senegalese musical instruments • Sabar • Mblax • Tama • Tabala • Djembe • Balfon • Xalam 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources 	1.6.1: Use digital media and culturally authentic resources to reinforce vocabulary, such as language websites and online dictionaries.	<ul style="list-style-type: none"> • Relate to digital media and culturally authentic resources. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Le Monde online • (French online newspaper) 	IMPORTANT
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Cultures and language • Websites • Photographs 	1.6.2: Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> • Use websites to research and relate to culturally authentic resources. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Shopping • Centre Commercial • Souk • Marché aux Puces 	CRITICAL
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Cognates 	1.7.1: Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> • Recognize cognates. • Identify different foods by using cognates. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Cognate vs. false cognates 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Language structures 	1.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Duplicate and recognize first - level language structures. 	<ul style="list-style-type: none"> • Quizzes • Textbook assignments • Chapter exams • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Conjugation of verbs • Formal vs informal use of commands (impératif) 	CRITICAL
<ul style="list-style-type: none"> • Simple forms of address 	1.7.4: Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> • Recognize formal vs informal address. • Compare and contrast formal vs informal situations. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior Vocabulary • Formal and Informal: Tu vs. Vous 	CRITICAL
<ul style="list-style-type: none"> • Living patterns of diverse cultures 	1.7.5: Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> • Compare and contrast cultural daily patterns. • Discuss popular employment opportunities and hypothesize logical reasons for these opportunities. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Industry and agriculture of West Africa 	CRITICAL
<ul style="list-style-type: none"> • Contributions 	1.7.7: Identify contributions from the target cultures.	<ul style="list-style-type: none"> • Examine contributions. 	<ul style="list-style-type: none"> • In-class work 	<ul style="list-style-type: none"> • Léopold Senghor • Youssou N'Dour 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings					
<ul style="list-style-type: none"> • Cuisine • Music 	1.8.3: Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	<ul style="list-style-type: none"> • Observe and reproduce cultural aspects. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Music • Musique traditionnelle de Sénégal • Séné-rap • Raï • Cuisine • Le poulet yassa • Tieboudienne • Le couscous 	CRITICAL

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS					
CONTENT	STANDARD INDICATORS	SKILLS			
LST.1: LEARNING OUTCOMES					
<ul style="list-style-type: none"> • Science and technical texts 	9-10.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	<ul style="list-style-type: none"> • Read and comprehend grade-level texts. 			

CONTENT	STANDARD INDICATORS	SKILLS			
<ul style="list-style-type: none"> • Tasks • Purposes • Audiences 	<p>9-10.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Write for different purposes and audiences. 			
<p>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</p>					
<ul style="list-style-type: none"> • Central Ideas • Explanation / Depiction • Process or Concept • Summary 	<p>9-10.LST.2.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.</p>	<ul style="list-style-type: none"> • Determine text’s central idea. • Identify the text’s presentation. • Summarize the text. 			
<p>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</p>					
<ul style="list-style-type: none"> • Author’s purpose • Author’s question 	<p>9-10.LST.3.3: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<ul style="list-style-type: none"> • Identify author’s purpose. • Define author’s question addressed in text. 			

CONTENT	STANDARD INDICATORS	SKILLS			
LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)					
<ul style="list-style-type: none"> • Quantitative or technical information • Visual form 	<p>9-10.LST.4.1: Translate quantitative or technical information expressed in words in a text into visual form (e.g., <i>a table or chart</i>) and translate information expressed visually or mathematically (e.g., <i>in an equation</i>) into words.</p>	<ul style="list-style-type: none"> • Convert written data into visual form. 			
LST.5: WRITING GENRES (WRITING)					
<ul style="list-style-type: none"> • Written arguments 	<p>9-10.LST.5.1: Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> • Write arguments. 			
<ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions 	<p>9-10.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>	<ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions. 			
LST.6: THE WRITING PROCESS (WRITING)					
<ul style="list-style-type: none"> • Technology • Writing products 	<p>9-10.LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> • Write using various digital platforms to organize and display information. 			

CONTENT	STANDARD INDICATORS	SKILLS			
LST.7: THE RESEARCH PROCESS (WRITING)					
<ul style="list-style-type: none"> • Research assignments • Multiple sources 	<p>9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources. • 			
<ul style="list-style-type: none"> • Evidence as support 	<p>9-10.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Read informational texts. • Record evidence to use as support for inquiry. 			