

GRADE LEVEL: 9-12

SUBJECT: French II

DATE: 2017-2018

GRADING PERIOD: Quarter 1

MASTER 5-30-18

| CONTENT   | STANDARD INDICATORS   | SKILL   | ASSESSMENT  | VOCABUARLY   | PRIORITY |
|---|---|---|---|--|----------|
| <b>STANDARD 1<br/>COMMUNICATION:<br/>Write and speak in a<br/>language other than<br/>English</b>   |   |   |   |  |          |
| <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Information               <ul style="list-style-type: none"> <li>– Physical characteristics</li> <li>– Personality characteristics</li> <li>– In-school activities</li> </ul> </li> <li>• Opinions               <ul style="list-style-type: none"> <li>– Likes and dislikes</li> <li>– Comparisons</li> </ul> </li> </ul> | <b>2.1.2 Oral expression:</b> <ul style="list-style-type: none"> <li>• Use multiple greetings and farewells in routine social situations, both formal and informal.</li> <li>• Exchange basic information and opinions about self and others.<br/>Examples: Personality, characteristics, hobbies, interests, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• State daily greetings and farewells.</li> <li>• Describe physical and personality characteristics and nationality.</li> <li>• Compare and contrast characteristics of people and things.</li> <li>• Explain activities, including likes and dislikes.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to have</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Adjectives               <ul style="list-style-type: none"> <li>– Physical traits</li> <li>– Personality traits</li> </ul> </li> <li>• Adverbs used to compare</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILL   | ASSESSMENT  | VOCABUARY   | PRIORITY |
|--|--|---|---|---|----------|
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Physical and personality characteristics</li> <li>– Preferences</li> <li>– After-school activities</li> <li>– Celebrations</li> <li>– Holidays</li> <li>– Party preparations</li> </ul> </li> </ul>  | <p><b>2.1.2 Oral Request for Information:</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask about others' personality and physical characteristics, preferences, and activities.</li> </ul>        | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>  | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to have</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Adjectives</li> <li>• Physical traits</li> <li>• Personality traits</li> <li>• Holidays</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Information               <ul style="list-style-type: none"> <li>– Physical characteristics</li> <li>– Personality characteristics</li> <li>– Simple regular verbs</li> <li>– In-school activities</li> <li>– Pastimes</li> </ul> </li> <li>• Opinions               <ul style="list-style-type: none"> <li>– Likes and dislikes</li> </ul> </li> </ul> | <p><b>2.1.3 Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange routine information and opinions.<br/>Example: Write an e-mail to a pen pal, dialogue journals, social media, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Write about one's personality and physical characteristics, likes and dislikes, and activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to have</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Physical traits</li> <li>• Personality traits</li> </ul>  | CRITICAL |

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|--|---|---|---|---|----------|
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Descriptions</li> <li>– Simple regular verbs</li> <li>– Likes and dislikes</li> <li>– In-school activities</li> <li>– Extra-curricular activities</li> </ul> </li> </ul> | <p><b>2.1.4 Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write questions requesting information, specifically about others' likes and dislikes, in-school and extra-curricular activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>  | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Adjectives</li> <li>• Physical traits</li> <li>• Personality traits</li> <li>• Classroom objects and activities</li> <li>• Holidays and party preparations</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Speaking strategies</li> <li>• Listening strategies</li> <li>• Key words</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>   | <p><b>2.1.5 Strategies for Maintaining Oral / Written Exchanges:</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.<br/>Examples: Identifying key words, using synonyms and antonyms.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify question words to extract meaning in conversations and in written questions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Negative expressions</li> </ul>  | CRITICAL |

| CONTENT   | STANDARD INDICATORS   | SKILL  | ASSESSMENT   | VOCABUARLY  | PRIORITY |
|---|---|--|--|---|----------|
| <b>STANDARD 2<br/>COMMUNICATION:<br/>Interpret information<br/>in a language other<br/>than English</b>   |   |  |  |   |          |
| <ul style="list-style-type: none"> <li>• Familiar requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Short passages</li> </ul>   | <b>2.2.1 Comprehending Oral Language:</b> <ul style="list-style-type: none"> <li>• Understand and respond to familiar requests, commands, and directions.</li> <li>• Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and perform requests, commands, and directions.</li> <li>• Distinguish appropriate question words.</li> </ul>       | <ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Negative expressions</li> <li>• Frequently used classroom directions and requests</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Short passages <ul style="list-style-type: none"> <li>– Informational texts</li> <li>– Fictional texts</li> </ul> </li> <li>• Main ideas</li> <li>• Details</li> </ul> | <b>2.2.2 Comprehending Written Language:</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify main ideas.</li> <li>• Identify details.</li> <li>• Restate/paraphrase main ideas and details by writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>   | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Cognates</li> <li>• Negative expressions</li> </ul>  | CRITICAL |

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|---|---|--|---|---|----------|
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Word families</li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>– Context</li> <li>– Purpose</li> </ul> </li> </ul>   | <p><b>2.2.3 Strategies for Comprehending Oral and Written Languages:</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or word families to extract meaning.</li> <li>• Use strategies such as identifying context and purpose or scanning for specific information to extract meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply meanings of new French II vocabulary to familiar words in English.</li> <li>• Interpret meaning of vocabulary based on context.</li> <li>• Implement reading strategies to achieve understanding of written texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Question words</li> <li>• Cognates among new vocab words</li> <li>• Word families</li> <li>• Context clues</li> </ul>  | CRITICAL |
| <p><b>STANDARD 3 COMMUNICATION:</b><br/>Present information in a language other than English</p>  |   |  |   |   |          |
| <ul style="list-style-type: none"> <li>• Familiar topics               <ul style="list-style-type: none"> <li>– Party preparations</li> <li>– School subjects</li> <li>– Leisure activities</li> </ul> </li> <li>• Descriptions of objects, self, and others</li> </ul> | <p><b>2.3.1 Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed material on familiar topics.</li> <li>• Speak in complete sentences to describe objects, self, and others in greater detail.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compose and perform rehearsed material.</li> <li>• Speak in complete sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>• Skit presentation</li> <li>• In-class work</li> </ul>  | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to have</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Fêtes</li> <li>• Soirée</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILL   | ASSESSMENT   | VOCABUARY  | PRIORITY |
|--|--|---|--|--|----------|
| <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Descriptive details               <ul style="list-style-type: none"> <li>– Objects</li> <li>– Self</li> <li>– Others</li> </ul> </li> </ul> | <p><b>2.3.2 Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write short paragraphs to describe objects, self, and others in greater detail.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose sentences and paragraphs.</li> </ul>   | <ul style="list-style-type: none"> <li>• In-class work</li> <li>• Partner dialogue</li> </ul>  | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to have</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Simple, regular verbs</li> <li>• Adjectives</li> <li>• Direct object pronouns</li> <li>• Indirect object pronouns</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Pronunciation</li> <li>• Grammar</li> <li>• Syntax</li> </ul>   | <p><b>2.3.3 Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy.</li> <li>• Use grammar and syntax with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Pronounce with intonation.</li> <li>• Analyze one another's pronunciation.</li> <li>• Evaluate and revise intonation, pronunciation, grammar, and syntax.</li> </ul> | <ul style="list-style-type: none"> <li>• Partner dialogue               <ul style="list-style-type: none"> <li>- Record dialogue</li> <li>- Listen to and correct the recording</li> <li>- Re-record dialogue</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Accents and special characters</li> <li>• Syntax</li> </ul>   | CRITICAL |

| CONTENT   | STANDARD INDICATORS  | SKILL   | ASSESSMENT   | VOCABULARY  | PRIORITY   |
|---|--|---|--|---|------------|
| <b>STANDARD 4<br/>CULTURES:<br/>Develop awareness of<br/>other cultures</b>   |  |   |  |   |            |
| <ul style="list-style-type: none"> <li>Social practices               <ul style="list-style-type: none"> <li>Traditional foods</li> <li>Etiquette</li> </ul> </li> <li>Communication               <ul style="list-style-type: none"> <li>Verbal</li> <li>Non-verbal</li> </ul> </li> </ul> | <b>2.4.1 Practices</b> <ul style="list-style-type: none"> <li>Describe frequently encountered social practices.</li> <li>Use situation-appropriate verbal and non-verbal communication.</li> </ul> | <ul style="list-style-type: none"> <li>Research, write, and present social practices.</li> <li>Convey situation-appropriate communication.</li> </ul>                 | <ul style="list-style-type: none"> <li>Written report</li> <li>Presentation</li> <li>Discussion</li> </ul> | <ul style="list-style-type: none"> <li>Recette</li> <li>Le petit-déjeuner</li> <li>Le déjeuner</li> <li>Le dîner</li> <li>Fête et soirée</li> </ul> | ADDITIONAL |
| <b>STANDARD 5<br/>CONNECTIONS:<br/>Make connections to<br/>other content areas</b>  |  |   |  |   |            |
| <ul style="list-style-type: none"> <li>Objects and concepts</li> </ul>  | <b>2.5.1</b> Describe objects and concepts from other content areas.<br>Examples: body parts and exercise (Wellness), money conversion (Math standards).   | <ul style="list-style-type: none"> <li>Research objects and concepts from other content areas.</li> <li>Describe the objects and concepts.</li> </ul>                 | <ul style="list-style-type: none"> <li>Written translation</li> <li>Demonstration</li> </ul>               | <ul style="list-style-type: none"> <li>Metric measurements</li> <li>Cooking terminology</li> </ul>  | ADDITIONAL |
| <b>STANDARD 6<br/>CONNECTIONS:<br/>Access and connect<br/>information through<br/>various media</b>   |  |   |  |   |            |
| <ul style="list-style-type: none"> <li>Digital media</li> <li>Authentic resources</li> <li>Cultures</li> </ul>  | <b>2.6.2</b> Use digital media and culturally authentic resources to study target language and cultures.   | <ul style="list-style-type: none"> <li>Conduct research with digital media and culturally authentic resources.</li> <li>Study French language and culture.</li> </ul> | <ul style="list-style-type: none"> <li>Video production</li> </ul>   | <ul style="list-style-type: none"> <li>Metric measurements</li> <li>Cooking terminology</li> </ul>  | ADDITIONAL |

| CONTENT  | STANDARD INDICATORS  | SKILL   | ASSESSMENT  | VOCABUARYLY   | PRIORITY |
|--|--|---|---|---|----------|
| <b>STANDARD 7<br/>COMPARISONS:<br/>Investigate the nature<br/>of language and<br/>culture</b>  |  |   |   |   |          |
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Context</li> </ul>  | <b>2.7.1</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. | <ul style="list-style-type: none"> <li>• Distinguish between cognates and false cognates.</li> </ul>              | <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Textbook and workbook activities</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>  | <ul style="list-style-type: none"> <li>• Cognates</li> <li>• False cognates</li> </ul>          | CRITICAL |
| <ul style="list-style-type: none"> <li>• Language structures <ul style="list-style-type: none"> <li>– Nouns</li> <li>– Verbs</li> <li>– Adjectives</li> <li>– Adverbs</li> <li>– Direct objects</li> <li>– Indirect objects</li> </ul> </li> </ul> | <b>2.7.2</b> Recognize and use level appropriate language structures.  | <ul style="list-style-type: none"> <li>• Identify and modify parts of speech.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>      | <ul style="list-style-type: none"> <li>• Vocabulary used in presenting grammar rules</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Idiomatic and colloquial expressions</li> </ul>   | <b>2.7.3</b> Understand and use common idiomatic and colloquial expressions in the target language.  | <ul style="list-style-type: none"> <li>• Make use of appropriate idiomatic and colloquial expressions.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Short answer</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Content specific expressions</li> </ul>                | CRITICAL |

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| <ul style="list-style-type: none"> <li>Forms of address</li> <li>Formal and informal situations</li> </ul> | <b>2.7.4</b> Compare and use authentic forms of address in a variety of social situations, both formal and informal. | <ul style="list-style-type: none"> <li>Recognize when formal address is necessary.</li> <li>Decide among appropriate pronouns for individuals and groups as well as formal and informal situations.</li> </ul> | <ul style="list-style-type: none"> <li>Listening activities</li> <li>Textbook and workbook activities</li> <li>Oral and written group practices</li> <li>Grammar quizzes</li> <li>Tests</li> </ul> | <ul style="list-style-type: none"> <li>Pronouns</li> </ul> | CRITICAL |

| LITERACY IN SCIENCE AND TECHNICAL SUBJECTS   |  |   |
|--|--|---|
| CONTENT  | STANDARD INDICATORS  | SKILLS  |
| <b>LST.1: LEARNING OUTCOMES</b>  |  |   |
| <ul style="list-style-type: none"> <li>Science and technical texts</li> </ul>                | <b>9-10.LST.1.1:</b> 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"> <li>Read and comprehend grade-level texts.</li> </ul>      |
| <ul style="list-style-type: none"> <li>Tasks</li> <li>Purposes</li> <li>Audiences</li> </ul> | <b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.  | <ul style="list-style-type: none"> <li>Write for different purposes and audiences.</li> </ul> |
| <ul style="list-style-type: none"> <li>Tasks</li> <li>Purposes</li> <li>Audiences</li> </ul> | <b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.  | <ul style="list-style-type: none"> <li>Write for different purposes and audiences.</li> </ul> |

| CONTENT   | STANDARD INDICATORS   | SKILLS   |
|---|---|--|
| <b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul> | <p><b>9-10.LST.2.2:</b> 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"> <li>• Determine text’s central idea.</li> <li>• Identify the text’s presentation.</li> <li>• Summarize the text.</li> </ul> |
| <b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Author’s question</li> </ul>   | <p><b>9-10.LST.3.3:</b> 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"> <li>• Identify author’s purpose.</li> <li>• Define author’s question addressed in text.</li> </ul>                          |

| CONTENT   | STANDARD INDICATORS  | SKILLS   |
|---|--|--|
| <b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Quantitative or technical information</li> <li>• Visual form</li> </ul>                                    | <p><b>9-10.LST.4.1:</b> 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"> <li>• Convert written data into visual form.</li> </ul>                             |
| <b>LST.5: WRITING GENRES (WRITING)</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>   | <p><b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.</p>  | <ul style="list-style-type: none"> <li>• Write arguments.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Technical processes</li> <li>• Descriptions</li> <li>• Conclusions</li> </ul> | <p><b>9-10.LST.5.2:</b> 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"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul> |

| CONTENT  | STANDARD INDICATORS   | SKILLS   |
|--|---|--|
| <b>LST.6: THE WRITING PROCESS (WRITING)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>           | <p><b>9-10.LST.6.2:</b> 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"> <li>• Write using various digital platforms to organize and display information.</li> </ul>   |
| <b>LST.7: THE RESEARCH PROCESS (WRITING)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multiple sources</li> </ul> | <p><b>9-10.LST.7.1:</b> 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"> <li>• Research to answer a question or solve a problem.</li> <li>• Revise inquiry based on research results.</li> <li>• Synthesize multiple sources.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence as support</li> </ul>                              | <p><b>9-10.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   | <ul style="list-style-type: none"> <li>• Read informational texts.</li> <li>• Record evidence to use as support for inquiry.</li> </ul>  |

GRADE LEVEL: 9-12

SUBJECT: French II

DATE: 2017-2018

GRADING PERIOD: Quarter 2

MASTER 5-30-18

| CONTENT   | STANDARD INDICATORS  | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY |
|---|--|--|---|---|----------|
| <b>STANDARD 1<br/>COMMUNICATION:<br/>Write and speak in a<br/>language other than<br/>English</b>   |  |  |   |   |          |
| <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Information <ul style="list-style-type: none"> <li>– Foods</li> <li>– Shopping</li> <li>– School places</li> <li>– Events</li> </ul> </li> <li>• Opinions <ul style="list-style-type: none"> <li>– Foods</li> <li>– Shopping</li> <li>– School places</li> <li>– Events</li> </ul> </li> </ul> | <p><b>2.1.1 Oral expression:</b></p> <ul style="list-style-type: none"> <li>• Use multiple greetings and farewells in routine social situations, both formal and informal.</li> <li>• Exchange basic information and opinions about self and others.<br/>Examples: Personality, characteristics, hobbies, interests, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• State daily greetings and farewells.</li> <li>• Discuss basic information, including hobbies and interests.</li> <li>• Compare and contrast hobbies and interests.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Past tense of verbs</li> <li>• Pronouns “y” and “en”</li> <li>• Shopping terms</li> <li>• Foods</li> <li>• School subjects and school places</li> <li>• School events</li> <li>• Leisure activities</li> </ul> | CRITICAL |

| CONTENT   | STANDARD INDICATORS  | SKILLS  | ASSESSMENT  | VOCABULARY  | PRIORITY |
|---|--|---|---|---|----------|
| <ul style="list-style-type: none"> <li>• Requests</li> <li>• Questions</li> <li>• Information               <ul style="list-style-type: none"> <li>– Foods</li> <li>– Shopping</li> <li>– School subjects</li> <li>– School places</li> <li>– Events</li> </ul> </li> </ul>   | <p><b>2.1.2 Oral Request for Information:</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask about others' hobbies and interests.</li> </ul>    | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Cooking terms</li> <li>• Verb: to like</li> <li>• Question words</li> <li>• Foods</li> <li>• Shopping terms</li> <li>• School events</li> <li>• Leisure activities</li> <li>• Regular and irregular past tense conjugations</li> <li>• Possessive Adjectives</li> <li>• Adverbs</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Foods</li> <li>– Shopping</li> <li>– School subjects</li> <li>– School places</li> <li>– Events</li> </ul> </li> <li>• Opinions               <ul style="list-style-type: none"> <li>– Food</li> <li>– Shopping</li> <li>– School subjects</li> <li>– Events</li> </ul> </li> </ul> | <p><b>2.1.3 Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange routine information and opinions.<br/>Example: Write an e-mail to a pen pal, dialogue journals, social media, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Write about personal hobbies and interests.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul>  | <ul style="list-style-type: none"> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Regular and irregular past tense conjugations</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>   | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY |
|--|---|--|---|---|----------|
| <ul style="list-style-type: none"> <li>• Requests</li> <li>• Questions</li> <li>• Information               <ul style="list-style-type: none"> <li>– Food</li> <li>– Shopping</li> <li>– School subjects</li> <li>– School places</li> <li>– Events</li> </ul> </li> </ul> | <p><b>2.1.4 Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write questions requesting information, specifically about others' hobbies and interests.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Project</li> </ul>   | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Verb: to like</li> <li>• Regular present tense conjugations</li> <li>• Regular and irregular past tense conjugations</li> <li>• Adverbs</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Speaking strategies</li> <li>• Listening strategies</li> <li>• Key words</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>   | <p><b>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.<br/>Examples: Identifying key words, using synonyms and antonyms</li> </ul> | <ul style="list-style-type: none"> <li>• Identify question words and current and prior vocabulary to extract meaning in conversations and in written questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Cognates</li> </ul>  | CRITICAL |

| CONTENT   | STANDARD INDICATORS   | SKILLS  | ASSESSMENT  | VOCABULARY   | PRIORITY |
|---|---|---|---|--|----------|
| <b>STANDARD 2<br/>COMMUNICATION:<br/>Interpret information<br/>in a language other<br/>than English</b>   |   |   |   |  |          |
| <ul style="list-style-type: none"> <li>• Familiar requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Short passages</li> </ul>   | <b>2.2.1 Comprehending Oral Language:</b> <ul style="list-style-type: none"> <li>• Understand and respond to familiar requests, commands, and directions.</li> <li>• Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and perform requests, commands, and directions.</li> <li>• Distinguish appropriate question words.</li> <li>• Respond appropriately to questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Frequently used classroom directions and requests</li> </ul>        | CRITICAL |
| <ul style="list-style-type: none"> <li>• Short passages <ul style="list-style-type: none"> <li>– Informational texts</li> <li>– Fictional texts</li> </ul> </li> <li>• Main ideas</li> <li>• Details</li> </ul> | <b>2.2.2 Comprehending Written Language:</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify main ideas.</li> <li>• Identify details.</li> <li>• Restate/paraphrase main ideas and details.</li> <li>• Summarize main ideas.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul>   | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Prior vocabulary</li> <li>• Synonyms/ antonyms/ cognates</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY |
|--|---|--|---|---|----------|
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>– Context</li> <li>– Purpose</li> </ul> </li> </ul> | <p><b>2.2.3 Strategies for Comprehending Oral and Written Languages:</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or word families to extract meaning.</li> <li>• Use strategies such as identifying context and purpose or scanning for specific information to extract meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply meanings of new French II vocabulary to familiar words in English.</li> <li>• Interpret meaning of new vocabulary based on context.</li> <li>• Construct definitions of words using current vocabulary.</li> <li>• Implement reading strategies to achieve understanding of written texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Question words</li> <li>• Cognates among new vocab words</li> <li>• Context clues</li> </ul>   | CRITICAL |
| <p><b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b></p>   |   |  |   |   |          |
| <ul style="list-style-type: none"> <li>• Rehearsed material</li> <li>• Familiar topics</li> <li>• Complete sentences</li> <li>• Descriptions of objects, self, and others</li> </ul>   | <p><b>2.3.1 Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed material on familiar topics.</li> <li>• Speak in complete sentences to describe objects, self, and others in greater detail.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compose and perform rehearsed material.</li> <li>• Speak in complete sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• In-class work</li> <li>• Interview</li> <li>• Quizzes</li> <li>• Audio recordings</li> </ul>   | <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Present tense conjugations</li> <li>• Direct and indirect object pronouns</li> <li>• Adjectives</li> <li>• Adverbs of frequency</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY  |
|--|---|--|---|---|-----------|
| <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Descriptive details               <ul style="list-style-type: none"> <li>– Objects</li> <li>– Self</li> <li>– Others</li> </ul> </li> </ul> | <b>2.3.2 Presenting Written Language</b> <ul style="list-style-type: none"> <li>• Write short paragraphs to describe objects, self, and others in greater detail.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose paragraphs describing oneself and one’s activities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Present tense conjugations</li> <li>• Reflexive verbs</li> <li>• Adjectives</li> <li>• Adverbs of frequency</li> </ul> | CRITICAL  |
| <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Intonation</li> <li>• Grammar</li> <li>• Syntax</li> </ul>   | <b>2.3.3 Strategies for Presenting Oral and Written Language</b> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy.</li> <li>• Use grammar and syntax with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Pronounce with intonation.</li> <li>• Record and listen to pronunciation</li> <li>• Evaluate and revise in order to improve intonation and pronunciation, grammar, and syntax.</li> </ul> | <ul style="list-style-type: none"> <li>• Project</li> <li>• Interview</li> <li>• Show-and-tell</li> <li>• Audio recordings</li> <li>• Voicemail</li> </ul>  | <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Accents and special characters</li> </ul>  | CRITICAL  |
| <b>STANDARD 4 CULTURES:</b><br><b>Develop awareness of other cultures</b>  |   |  |   |   |           |
| <ul style="list-style-type: none"> <li>• Social practices</li> <li>• Communication               <ul style="list-style-type: none"> <li>– Verbal</li> <li>– Non-verbal</li> </ul> </li> </ul>              | <b>2.4.1 Practices</b> <ul style="list-style-type: none"> <li>• Describe frequently encountered social practices.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul>  | <ul style="list-style-type: none"> <li>• Distinguish when to use formal and informal address.</li> <li>• Convey situation-appropriate communication.</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Written responses</li> </ul>   | <ul style="list-style-type: none"> <li>• Formal and informal pronouns</li> </ul>  | IMPORTANT |

| CONTENT   | STANDARD INDICATORS  | SKILLS  | ASSESSMENT  | VOCABULARY  | PRIORITY   |
|---|--|---|---|---|------------|
| <ul style="list-style-type: none"> <li>• Products</li> </ul>  | <b>2.4.2 Products</b> <ul style="list-style-type: none"> <li>• Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Restate information about products of the target culture.</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Written responses</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary related to shopping <ul style="list-style-type: none"> <li>- Signs</li> <li>- Advertisements</li> </ul> </li> </ul> | IMPORTANT  |
| <b>STANDARD 5 CONNECTIONS: Make connections to other content areas</b>  |  |   |   |   |            |
| <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Skills</li> <li>• Activities</li> </ul>  | <b>2.5.2</b> Implement content area concepts and skills through relevant activities.<br>Examples: Learn a dance or sport from another culture (Wellness), play or sing a musical piece from the target culture (Fine Arts), etc. | <ul style="list-style-type: none"> <li>• Identify content area concepts and skills.</li> <li>• Research content area concepts and skills.</li> <li>• Implement content area concepts and skills through relevant activities.</li> </ul> | <ul style="list-style-type: none"> <li>• La faïence de Quimper project</li> </ul>                     | <ul style="list-style-type: none"> <li>• Vocabulary related to project</li> </ul>   | ADDITIONAL |
| <b>STANDARD 6 CONNECTIONS: Access and connect information through various media</b>   |  |   |   |   |            |
| <ul style="list-style-type: none"> <li>• Digital media</li> <li>• Authentic Resources</li> <li>• Vocabulary</li> <li>• Reading ability</li> <li>• Cultural awareness</li> </ul> | <b>2.6.1</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.   | <ul style="list-style-type: none"> <li>• Conduct research with digital media and culturally authentic resources.</li> <li>• Reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.</li> </ul>      | <ul style="list-style-type: none"> <li>• La faïence de Quimper project</li> </ul>                     | <ul style="list-style-type: none"> <li>• Vocabulary related to project</li> </ul>   | ADDITIONAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS   | ASSESSMENT   | VOCABULARY   | PRIORITY |
|--|--|--|--|--|----------|
| <b>STANDARD 7<br/>COMPARISONS:<br/>Investigate the nature<br/>of language and<br/>culture</b>  |  |  |  |  |          |
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Context</li> </ul>  | <b>2.7.1</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. | <ul style="list-style-type: none"> <li>• Distinguish between cognates and false cognates among new vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Group and individual practices</li> </ul>               | <ul style="list-style-type: none"> <li>• Cognates</li> <li>• False cognates</li> </ul>                                       | CRITICAL |
| <ul style="list-style-type: none"> <li>• Language structures <ul style="list-style-type: none"> <li>– Nouns</li> <li>– Verbs</li> <li>– Adjectives</li> <li>– Adverbs</li> <li>– Direct Objects</li> <li>– Indirect Objects</li> </ul> </li> </ul> | <b>2.7.2</b> Recognize and use level appropriate language structures.  | <ul style="list-style-type: none"> <li>• Identify and modify parts of speech to speak accurately in the past tense.</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook workbook activities</li> <li>• Group and individual practices</li> </ul>                   | <ul style="list-style-type: none"> <li>• Vocabulary used in presenting grammar rules</li> </ul>                              | CRITICAL |
| <ul style="list-style-type: none"> <li>• Idiomatic and colloquial expressions</li> </ul>   | <b>2.7.3</b> Understand and use common idiomatic and colloquial expressions in the target language.  | <ul style="list-style-type: none"> <li>• Make use of new appropriate idiomatic and colloquial expressions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Group and individual practices with overhead</li> </ul> | <ul style="list-style-type: none"> <li>• Content specific expressions</li> </ul>   | CRITICAL |
| <ul style="list-style-type: none"> <li>• Forms of address</li> <li>• Situations <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> </ul>   | <b>2.7.4</b> Compare and use authentic forms of address in a variety of social situations, both formal and informal.                             | <ul style="list-style-type: none"> <li>• Recognize when formal address is necessary.</li> <li>• Decide among appropriate pronouns for individuals and groups and formal and informal situations.</li> <li>• Choose formal address when necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Group and individual practices with overhead</li> </ul> | <ul style="list-style-type: none"> <li>• Reflexive pronouns</li> <li>• Reflexive verbs in present and past tenses</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY   |
|--|--|--|---|---|------------|
| <ul style="list-style-type: none"> <li>Culture               <ul style="list-style-type: none"> <li>Contributions</li> </ul> </li> </ul>                           | <b>2.7.7</b> Identify and describe contributions from the target cultures.                           | <ul style="list-style-type: none"> <li>Identify contributions from the target culture.</li> <li>Describe contributions from the target culture.</li> </ul> | <ul style="list-style-type: none"> <li>La faïence de Quimper project</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary related to project</li> </ul> | ADDITIONAL |
| <b>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b>   |  |  |   |   |            |
| <ul style="list-style-type: none"> <li>Classroom experiences               <ul style="list-style-type: none"> <li>School</li> <li>Community</li> </ul> </li> </ul> | <b>2.8.1</b> Share experiences from the world language classroom within the school and/or community. | <ul style="list-style-type: none"> <li>Share experiences from French III classroom within the school.</li> </ul>   | <ul style="list-style-type: none"> <li>La faïence de Quimper project</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary related to project</li> </ul> | ADDITIONAL |

| LITERACY IN SCIENCE AND TECHNICAL SUBJECTS                                    |  |  |
|---|--|--|
| CONTENT   | STANDARD INDICATORS  | SKILLS   |
| <b>LST.1: LEARNING OUTCOMES</b>   |  |  |
| <ul style="list-style-type: none"> <li>Science and technical texts</li> </ul> | <b>9-10.LST.1.1:</b> 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"> <li>Read and comprehend grade-level texts.</li> </ul> |

| CONTENT   | STANDARD INDICATORS   | SKILLS   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>  | <p><b>9-10.LST.1.2:</b> 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"> <li>• Write for different purposes and audiences.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>  | <p><b>9-10.LST.1.2:</b> 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"> <li>• Write for different purposes and audiences.</li> </ul>  |
| <p><b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul> | <p><b>9-10.LST.2.2:</b> 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"> <li>• Determine text’s central idea.</li> <li>• Identify the text’s presentation.</li> <li>• Summarize the text.</li> </ul> |
| <p><b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Author’s question</li> </ul>   | <p><b>9-10.LST.3.3:</b> 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"> <li>• Identify author’s purpose.</li> <li>• Define author’s question addressed in text.</li> </ul>                          |

| CONTENT   | STANDARD INDICATORS  | SKILLS   |
|---|--|--|
| <b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Quantitative or technical information</li> <li>• Visual form</li> </ul>                                    | <p><b>9-10.LST.4.1:</b> 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"> <li>• Convert written data into visual form.</li> </ul>                             |
| <b>LST.5: WRITING GENRES (WRITING)</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>   | <p><b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.</p>  | <ul style="list-style-type: none"> <li>• Write arguments.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Technical processes</li> <li>• Descriptions</li> <li>• Conclusions</li> </ul> | <p><b>9-10.LST.5.2:</b> 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"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul> |

| CONTENT  | STANDARD INDICATORS   | SKILLS   |
|--|---|--|
| <b>LST.6: THE WRITING PROCESS (WRITING)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>           | <p><b>9-10.LST.6.2:</b> 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"> <li>• Write using various digital platforms to organize and display information.</li> </ul>   |
| <b>LST.7: THE RESEARCH PROCESS (WRITING)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multiple sources</li> </ul> | <p><b>9-10.LST.7.1:</b> 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"> <li>• Research to answer a question or solve a problem.</li> <li>• Revise inquiry based on research results.</li> <li>• Synthesize multiple sources.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence as support</li> </ul>                              | <p><b>9-10.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   | <ul style="list-style-type: none"> <li>• Read informational texts.</li> <li>• Record evidence to use as support for inquiry.</li> </ul>  |

GRADE LEVEL: 9-12

SUBJECT: French II

DATE: 2017-2018

GRADING PERIOD: Quarter 3

MASTER 5-30-18

| CONTENT  | STANDARD INDICATORS  | SKILLS  | ASSESSMENT  | VOCABULARY   | PRIORITY |
|--|--|---|---|--|----------|
| <b>STANDARD 1<br/>COMMUNICATION:<br/>Write and speak in a<br/>language other than<br/>English</b>  |  |   |   |  |          |
| <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Basic Information <ul style="list-style-type: none"> <li>– Daily routine</li> <li>– Childhood activities</li> <li>– Country life</li> </ul> </li> <li>• Opinions <ul style="list-style-type: none"> <li>– Past preferences</li> <li>– City v. Country living</li> </ul> </li> </ul> | <p><b>2.1.1 Oral expression:</b></p> <ul style="list-style-type: none"> <li>• Use multiple greetings and farewells in routine social situations, both formal and informal.</li> <li>• Exchange basic information and opinions about self and others.<br/>Examples: Personality, characteristics, hobbies, interests, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• State daily greetings and farewells.</li> <li>• Discuss daily routines.</li> <li>• State past preferences.</li> <li>• Compare and contrast information (city and country living) with others.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Past tense of verbs</li> <li>• Imperfect tense of verbs</li> <li>• Reflexive verbs</li> <li>• Comparative and superlative</li> <li>• Daily routines</li> <li>• Childhood games and activities</li> <li>• Country life</li> <li>• Camping</li> <li>• Nature</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY |
|--|--|--|---|---|----------|
| <ul style="list-style-type: none"> <li>• Requests</li> <li>• Questions</li> <li>• Information               <ul style="list-style-type: none"> <li>– Daily routine</li> <li>– Childhood activities</li> <li>– Country life</li> <li>– Past events</li> </ul> </li> </ul>   | <p><b>2.1.2 Oral Request for Information:</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask about daily routines.</li> <li>• Ask questions for information (what others were like and what others used to do &amp; pros and cons of city life and country life).</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Childhood games and activities</li> <li>• Country life</li> <li>• Camping</li> <li>• Nature</li> <li>• Reflexive verbs</li> <li>• Past tense verbs</li> <li>• Imperfect tense verbs</li> <li>• Adverb placement</li> <li>• Comparative and superlative</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Daily routine</li> <li>– Childhood activities</li> <li>– Country life</li> </ul> </li> <li>• Opinions               <ul style="list-style-type: none"> <li>– Past preferences</li> <li>– Living preferences</li> </ul> </li> </ul> | <p><b>2.1.3 Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange routine information and opinions.<br/>Example: Write an e-mail to a pen pal, dialogue journals, social media, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Write about what one was like (one's past actions).</li> <li>• Write about one's daily routine and opinions (pros and cons for living in the city and country).</li> </ul>          | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> <li>• Daily routine project</li> </ul>                         | <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Childhood games and activities</li> <li>• Country life</li> <li>• Camping</li> <li>• Nature</li> <li>• Reflexive verbs</li> <li>• Past tense verbs</li> <li>• Imperfect tense verbs</li> <li>• Adverb placement</li> <li>• Comparative and superlative</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS  | ASSESSMENT  | VOCABULARY  | PRIORITY |
|--|---|---|---|---|----------|
| <ul style="list-style-type: none"> <li>• Requests</li> <li>• Questions</li> <li>• Information               <ul style="list-style-type: none"> <li>– Daily routine</li> <li>– Childhood activities</li> <li>– Country life</li> <li>– Past events</li> </ul> </li> </ul> | <p><b>2.1.4 Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write questions requesting information (about others' daily routine).</li> <li>• Interview a student about childhood.</li> <li>• Write questions requesting information (about living preferences).</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Project</li> </ul>   | <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Childhood games and activities</li> <li>• Country life</li> <li>• Camping</li> <li>• Nature</li> <li>• Reflexive verbs</li> <li>• Past tense verbs</li> <li>• Imperfect tense verbs</li> <li>• Adverb placement</li> <li>• Comparative and superlative</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Speaking strategies</li> <li>• Listening strategies</li> <li>• Key words</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>   | <p><b>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.<br/>Examples: Identifying key words, using synonyms and antonyms</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and perform requests, commands and instructions.</li> <li>• Respond appropriately to question words.</li> <li>• Develop conversation to demonstrate comprehension.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Cognates</li> </ul>  | CRITICAL |

| CONTENT   | STANDARD INDICATORS   | SKILLS  | ASSESSMENT   | VOCABULARY   | PRIORITY |
|---|---|---|--|--|----------|
| <b>STANDARD 2<br/>COMMUNICATION:<br/>Interpret information<br/>in a language other<br/>than English</b>   |   |   |  |  |          |
| <ul style="list-style-type: none"> <li>• Familiar requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Short passages</li> </ul>   | <b>2.2.1 Comprehending Oral Language:</b> <ul style="list-style-type: none"> <li>• Understand and respond to familiar requests, commands, and directions.</li> <li>• Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and perform requests, commands, and directions.</li> <li>• Distinguish appropriate question words.</li> <li>• Respond appropriately to questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Frequently used classroom directions and requests</li> </ul>      | CRITICAL |
| <ul style="list-style-type: none"> <li>• Short passages <ul style="list-style-type: none"> <li>– Informational texts</li> <li>– Fictional texts</li> </ul> </li> <li>• Main ideas</li> <li>• Details</li> </ul> | <b>2.2.2 Comprehending Written Language:</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify main ideas.</li> <li>• Identify details.</li> <li>• Restate/paraphrase main ideas and details.</li> <li>• Summarize main ideas.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Tests</li> </ul>   | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Prior vocabulary</li> <li>• Synonyms/antonyms/cognates</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT   | VOCABULARY  | PRIORITY |
|--|---|--|--|---|----------|
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>– Context</li> <li>– Purpose</li> </ul> </li> </ul> | <p><b>2.2.3 Strategies for Comprehending Oral and Written Languages:</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or word families to extract meaning.</li> <li>• Use strategies such as identifying context and purpose or scanning for specific information to extract meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply meanings of new French II vocabulary to familiar words in English.</li> <li>• Interpret meaning of new vocabulary based on context.</li> <li>• Construct definitions of words using current vocabulary.</li> <li>• Implement reading strategies to achieve understanding of written texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Question words</li> <li>• Cognates among new vocab words</li> <li>• Context clues</li> </ul>                   | CRITICAL |
| <p><b>STANDARD 3 COMMUNICATION:</b><br/>Present information in a language other than English</p>   |   |  |  |   |          |
| <ul style="list-style-type: none"> <li>• Rehearsed material</li> <li>• Familiar topics</li> <li>• Complete sentences</li> <li>• Descriptions of objects, self, and others</li> </ul>   | <p><b>2.3.1 Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed material on familiar topics.</li> <li>• Speak in complete sentences to describe objects, self, and others in greater detail.</li> </ul>   | <ul style="list-style-type: none"> <li>• Give directions to classmates.</li> <li>• Speak in complete sentences.</li> <li>• Present information to classmates.</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• In-class work</li> <li>• Interview</li> <li>• Quizzes</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Childhood activities</li> <li>• Country life</li> <li>• Passé Composé</li> <li>• Imparfait</li> <li>• Comparative and superlative</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT   | VOCABULARY  | PRIORITY  |
|--|---|--|--|---|-----------|
| <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Descriptive details               <ul style="list-style-type: none"> <li>– Objects</li> <li>– Self</li> <li>– Others</li> </ul> </li> </ul> | <b>2.3.2 Presenting Written Language</b> <ul style="list-style-type: none"> <li>• Write short paragraphs to describe objects, self, and others in greater detail.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose paragraphs describing oneself and one’s activities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Childhood activities</li> <li>• Country life</li> <li>• Passé Composé</li> <li>• Imparfait</li> <li>• Comparative and superlative</li> </ul> | CRITICAL  |
| <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Intonation</li> <li>• Grammar</li> <li>• Syntax</li> </ul>   | <b>2.3.3 Strategies for Presenting Oral and Written Language</b> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy.</li> <li>• Use grammar and syntax with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Pronounce with intonation.</li> <li>• Record and listen to pronunciation</li> <li>• Evaluate and revise in order to improve intonation and pronunciation, grammar, and syntax.</li> </ul> | <ul style="list-style-type: none"> <li>• Project</li> <li>• Interview</li> <li>• Audio recordings</li> </ul>   | <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Accents and special characters</li> </ul>  | CRITICAL  |
| <b>STANDARD 4 CULTURES:</b><br><b>Develop awareness of other cultures</b>  |   |  |  |   |           |
| <ul style="list-style-type: none"> <li>• Social practices</li> <li>• Communication               <ul style="list-style-type: none"> <li>– Verbal</li> <li>– Non-verbal</li> </ul> </li> </ul>              | <b>2.4.1 Practices</b> <ul style="list-style-type: none"> <li>• Describe frequently encountered social practices.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul>  | <ul style="list-style-type: none"> <li>• Distinguish when to use formal and informal address.</li> <li>• Convey situation-appropriate communication.</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Written responses</li> </ul>  | <ul style="list-style-type: none"> <li>• Childhood activities</li> <li>• Country life</li> <li>• Passé Composé</li> <li>• Imparfait</li> <li>• Comparative and superlative</li> </ul> | IMPORTANT |

| CONTENT  | STANDARD INDICATORS   | SKILLS  | ASSESSMENT  | VOCABULARY  | PRIORITY   |
|--|---|---|---|---|------------|
| <ul style="list-style-type: none"> <li>• Products</li> </ul>   | <b>2.4.2 Products</b> <ul style="list-style-type: none"> <li>• Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Restate information about products in France.</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Oral and written responses</li> </ul>                      | <ul style="list-style-type: none"> <li>• Vocabulary related to childhood activities and country life</li> </ul> | IMPORTANT  |
| <ul style="list-style-type: none"> <li>• Influences on practices <ul style="list-style-type: none"> <li>– History</li> </ul> </li> <li>• Influences on products <ul style="list-style-type: none"> <li>– Current events</li> </ul> </li> </ul> | <b>2.4.3 Perspectives</b> <ul style="list-style-type: none"> <li>• Describe influences on practices and products, such as technology, current events, and scientific discoveries, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe historical practices in celebrations.</li> <li>• Describe how celebrations are influenced by current events.</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Video presentation</li> <li>• Written responses</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary related to celebrations</li> </ul>                          | ADDITIONAL |
| <b>STANDARD 5 CONNECTIONS:</b><br><b>Make connections to other content areas</b>   |   |   |   |   |            |
| <ul style="list-style-type: none"> <li>• Objects</li> <li>• Concepts</li> </ul>  | <b>2.5.1 Describe objects and concepts from other content areas.</b><br>Examples: body parts and Exercise (Wellness), money Conversion (Math standards)   | <ul style="list-style-type: none"> <li>• Discuss injuries to the body and treatments.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> </ul>  | <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Injuries</li> <li>• Treatments</li> </ul> | ADDITIONAL |

| CONTENT   | STANDARD INDICATORS  | SKILLS   | ASSESSMENT   | VOCABULARY  | PRIORITY   |
|---|--|--|--|---|------------|
| <b>STANDARD 6<br/>CONNECTIONS: Access and connect information through various media</b>   |  |  |  |   |            |
| <ul style="list-style-type: none"> <li>Digital media</li> <li>Authentic resources</li> <li>Vocabulary</li> <li>Reading ability</li> <li>Cultural awareness</li> </ul> | <b>2.6.1</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness. | <ul style="list-style-type: none"> <li>Conduct research with digital media and culturally authentic resources.</li> <li>Reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.</li> </ul> | <ul style="list-style-type: none"> <li>Les comptines project</li> </ul>  | <ul style="list-style-type: none"> <li>Vocabulary related to project</li> </ul>     | ADDITIONAL |
| <ul style="list-style-type: none"> <li>Digital media</li> <li>Authentic resources</li> <li>Culture</li> </ul>   | <b>2.6.2</b> Use digital media and culturally authentic resources to study target language and cultures.   | <ul style="list-style-type: none"> <li>Conduct research with digital media and culturally authentic resources.</li> <li>Study French language and culture.</li> </ul>  | <ul style="list-style-type: none"> <li>Les comptines project</li> <li>Classroom discussion</li> </ul>                      | <ul style="list-style-type: none"> <li>Vocabulary related to the project</li> </ul> | ADDITIONAL |
| <b>STANDARD 7<br/>COMPARISONS: Investigate the nature of language and culture</b>   |  |  |  |   |            |
| <ul style="list-style-type: none"> <li>Cognates</li> <li>Context</li> </ul>   | <b>2.7.1</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.                 | <ul style="list-style-type: none"> <li>Distinguish between cognates and false cognates among new vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Group and individual practices</li> </ul> | <ul style="list-style-type: none"> <li>Cognates</li> <li>False cognates</li> </ul>  | CRITICAL   |

| <b>CONTENT</b>   | <b>STANDARD INDICATORS</b>   | <b>SKILLS</b>  | <b>ASSESSMENT</b>  | <b>VOCABULARY</b>  | <b>PRIORITY</b> |
|--|--|--|--|--|-----------------|
| <ul style="list-style-type: none"> <li>• Language structures               <ul style="list-style-type: none"> <li>– Nouns</li> <li>– Verbs</li> <li>– Adjectives</li> <li>– Adverbs</li> <li>– Direct Objects</li> <li>– Indirect Objects</li> </ul> </li> </ul> | <b>2.7.2</b> Recognize and use level appropriate language structures.  | <ul style="list-style-type: none"> <li>• Identify and modify parts of speech to speak accurately in the past tense.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Textbook workbook activities</li> <li>• Group and individual practices</li> </ul> | <ul style="list-style-type: none"> <li>• Prior and current vocabulary used in presenting grammar rules</li> </ul>  | CRITICAL        |
| <ul style="list-style-type: none"> <li>• Idiomatic and colloquial expressions</li> </ul>   | <b>2.7.3</b> Understand and use common idiomatic and colloquial expressions in the target language.                  | <ul style="list-style-type: none"> <li>• Make use of prior and new appropriate idiomatic and colloquial expressions.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Classroom work</li> </ul>             | <ul style="list-style-type: none"> <li>• Content specific expressions</li> </ul>   | CRITICAL        |
| <ul style="list-style-type: none"> <li>• Forms of address</li> <li>• Situations               <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> </ul>   | <b>2.7.4</b> Compare and use authentic forms of address in a variety of social situations, both formal and informal. | <ul style="list-style-type: none"> <li>• Decide among appropriate pronouns for individuals and groups and formal and informal situations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Group and classroom work</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflexive pronouns</li> <li>• Reflexive verbs in present and past tenses</li> <li>• Passé composé and Imparfait verb tenses</li> <li>• Comparative and superlative</li> </ul> | CRITICAL        |
| <ul style="list-style-type: none"> <li>• Cultures               <ul style="list-style-type: none"> <li>– Social patterns</li> </ul> </li> </ul>  | <b>2.7.5</b> Compare the social patterns of other cultures and the learner's own culture.                            | <ul style="list-style-type: none"> <li>• Compare nonverbal greetings and common gestures.</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Group and classroom work</li> </ul>   | <ul style="list-style-type: none"> <li>• Non-verbal communication and gestures</li> </ul>  | ADDITIONAL      |
| <ul style="list-style-type: none"> <li>• Culture               <ul style="list-style-type: none"> <li>– Contributions</li> </ul> </li> </ul>   | <b>2.7.7</b> Identify and describe contributions from the target cultures.   | <ul style="list-style-type: none"> <li>• Identify contributions from French culture.</li> <li>• Describe contributions from French culture.</li> </ul> | <ul style="list-style-type: none"> <li>• Les comptines project</li> </ul>  | <ul style="list-style-type: none"> <li>• Vocabulary related to project</li> </ul>  | ADDITIONAL      |

| CONTENT  | STANDARD INDICATORS  | SKILLS   | ASSESSMENT  | VOCABULARY  | PRIORITY   |
|--|--|--|---|---|------------|
| <b>STANDARD 8 COMMUNITIES:</b><br><b>Become an active global citizen by experiencing languages and cultures in multiple settings</b>                               |  |  |   |   |            |
| <ul style="list-style-type: none"> <li>Classroom experiences               <ul style="list-style-type: none"> <li>School</li> <li>Community</li> </ul> </li> </ul> | <b>2.8.1</b> Share experiences from the world language classroom within the school and/or community. | <ul style="list-style-type: none"> <li>Share experiences from French III classroom within the school.</li> </ul> | <ul style="list-style-type: none"> <li>Les comptines project</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary related to project</li> </ul> | ADDITIONAL |

| LITERACY IN SCIENCE AND TECHNICAL SUBJECTS   |  |   |
|--|--|---|
| CONTENT  | STANDARD INDICATORS  | SKILLS  |
| <b>LST.1: LEARNING OUTCOMES</b>  |  |   |
| <ul style="list-style-type: none"> <li>Science and technical texts</li> </ul>                | <b>9-10.LST.1.1:</b> 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"> <li>Read and comprehend grade-level texts.</li> </ul>      |
| <ul style="list-style-type: none"> <li>Tasks</li> <li>Purposes</li> <li>Audiences</li> </ul> | <b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.  | <ul style="list-style-type: none"> <li>Write for different purposes and audiences.</li> </ul> |

| CONTENT   | STANDARD INDICATORS   | SKILLS   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>  | <p><b>9-10.LST.1.2:</b> 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"> <li>• Write for different purposes and audiences.</li> </ul>  |
| <p><b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul> | <p><b>9-10.LST.2.2:</b> 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"> <li>• Determine text's central idea.</li> <li>• Identify the text's presentation.</li> <li>• Summarize the text.</li> </ul> |
| <p><b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Author's question</li> </ul>   | <p><b>9-10.LST.3.3:</b> 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"> <li>• Identify author's purpose.</li> <li>• Define author's question addressed in text.</li> </ul>                          |

| CONTENT   | STANDARD INDICATORS  | SKILLS   |
|---|--|--|
| <b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Quantitative or technical information</li> <li>• Visual form</li> </ul>                                    | <p><b>9-10.LST.4.1:</b> 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"> <li>• Convert written data into visual form.</li> </ul>                             |
| <b>LST.5: WRITING GENRES (WRITING)</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>   | <p><b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.</p>  | <ul style="list-style-type: none"> <li>• Write arguments.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Technical processes</li> <li>• Descriptions</li> <li>• Conclusions</li> </ul> | <p><b>9-10.LST.5.2:</b> 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"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul> |

| CONTENT  | STANDARD INDICATORS   | SKILLS   |
|--|---|--|
| <b>LST.6: THE WRITING PROCESS (WRITING)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>           | <p><b>9-10.LST.6.2:</b> 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"> <li>• Write using various digital platforms to organize and display information.</li> </ul>   |
| <b>LST.7: THE RESEARCH PROCESS (WRITING)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multiple sources</li> </ul> | <p><b>9-10.LST.7.1:</b> 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"> <li>• Research to answer a question or solve a problem.</li> <li>• Revise inquiry based on research results.</li> <li>• Synthesize multiple sources.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence as support</li> </ul>                              | <p><b>9-10.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   | <ul style="list-style-type: none"> <li>• Read informational texts.</li> <li>• Record evidence to use as support for inquiry.</li> </ul>  |

GRADE LEVEL: 9-12

SUBJECT: French II

DATE: 2017-2018

GRADING PERIOD: Quarter 4

MASTER 5-30-18

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT  | VOCABULARY   | PRIORITY |
|--|---|--|---|--|----------|
| <b>STANDARD 1<br/>COMMUNICATION:<br/>Write and speak in a<br/>language other than<br/>English</b>  |   |  |   |  |          |
| <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Basic Information               <ul style="list-style-type: none"> <li>– Camping</li> <li>– Nature</li> <li>– Animals</li> <li>– Parts of the Body</li> <li>– Health</li> </ul> </li> <li>• Opinions               <ul style="list-style-type: none"> <li>– Vacation preferences</li> </ul> </li> </ul> | <b>2.1.1 Oral expression:</b> <ul style="list-style-type: none"> <li>• Use multiple greetings and farewells in routine social situations, both formal and informal.</li> <li>• Exchange basic information and opinions about self and others.<br/>Examples: Personality, characteristics, hobbies, interests, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• State daily greetings and farewells.</li> <li>• Discuss routine social situations.</li> <li>• Compare and contrast information (injuries) with others.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Requests</li> <li>• Questions</li> <li>• Information               <ul style="list-style-type: none"> <li>– Camping</li> <li>– Nature</li> <li>– Animals</li> <li>– Parts of the Body</li> <li>– Health</li> </ul> </li> </ul>  | <b>2.1.2 Oral Request for Information:</b> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask questions for information (about vacation preferences).</li> <li>• Ask questions in order to compare and contrast information (concerning injuries and illnesses).</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Vocabulary quizzes</li> <li>• Grammar quizzes</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS  | ASSESSMENT   | VOCABULARY   | PRIORITY |
|--|---|---|--|--|----------|
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Camping</li> <li>– Nature</li> <li>– Animals</li> <li>– Parts of the Body</li> <li>– Health</li> </ul> </li> </ul> | <p><b>2.1.3 Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange routine information and opinions.<br/>Example: Write an e-mail to a pen pal, dialogue journals, social media, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write about what one likes (activities while camping).</li> <li>• Write about information (concerning an injury or illness one has had).</li> </ul>          | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Camping</li> <li>– Nature</li> <li>– Animals</li> <li>– Parts of the Body</li> <li>– Health</li> </ul> </li> </ul> | <p><b>2.1.4 Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask questions for information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write questions requesting information (about camping).</li> <li>• Write questions requesting information (about injuries and illnesses).</li> </ul>         | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Speaking strategies</li> <li>• Listening strategies</li> <li>• Key words</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>   | <p><b>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.<br/>Examples: Identifying key words, using synonyms and antonyms</li> </ul> | <ul style="list-style-type: none"> <li>• Consider question words, current and prior vocabulary, and follow-up questions in order to maintain extended conversations and written exchanges.</li> </ul> | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Cognates</li> <li>• Current and prior vocabulary</li> </ul>   | CRITICAL |

| CONTENT   | STANDARD INDICATORS   | SKILLS  | ASSESSMENT   | VOCABULARY   | PRIORITY |
|---|---|---|--|--|----------|
| <b>STANDARD 2<br/>COMMUNICATION:<br/>Interpret information<br/>in a language other<br/>than English</b>   |   |   |  |  |          |
| <ul style="list-style-type: none"> <li>• Familiar requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Short passages</li> </ul>   | <b>2.2.1 Comprehending Oral Language:</b> <ul style="list-style-type: none"> <li>• Understand and respond to familiar requests, commands, and directions.</li> <li>• Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers.</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and perform requests, commands, and instructions (as it relates to medical care).</li> <li>• Distinguish appropriate question words.</li> <li>• Respond appropriately to questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Question words</li> <li>• Frequently used classroom directions and requests</li> <li>• Parts of the body</li> <li>• Injuries and illness</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Short passages <ul style="list-style-type: none"> <li>– Informational texts</li> <li>– Fictional texts</li> </ul> </li> <li>• Main ideas</li> <li>• Details</li> </ul> | <b>2.2.2 Comprehending Written Language:</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify main ideas.</li> <li>• Identify details.</li> <li>• Restate/paraphrase main ideas and details.</li> <li>• Summarize main ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Tests</li> </ul>   | <ul style="list-style-type: none"> <li>• Prior and current vocabulary</li> <li>• Question words</li> <li>• Prior vocabulary</li> <li>• Synonyms/antonyms/cognates</li> </ul>                 | CRITICAL |

| CONTENT  | STANDARD INDICATORS   | SKILLS   | ASSESSMENT   | VOCABULARY   | PRIORITY |
|--|---|--|--|--|----------|
| <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>– Context</li> <li>– Purpose</li> </ul> </li> </ul> | <p><b>2.2.3 Strategies for Comprehending Oral and Written Languages:</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or word families to extract meaning.</li> <li>• Use strategies such as identifying context and purpose or scanning for specific information to extract meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply meanings of new French II vocabulary to familiar words in English.</li> <li>• Interpret meaning of new vocabulary based on context.</li> <li>• Construct definitions of words using current vocabulary.</li> <li>• Implement reading strategies to achieve understanding of written texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening comprehension activities</li> <li>• Reading comprehension texts</li> <li>• Textbook and workbook activities</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Reading strategies</li> <li>• Question words</li> <li>• Cognates among new vocab words</li> <li>• Context clues</li> </ul>  | CRITICAL |
| <p><b>STANDARD 3 COMMUNICATION:</b><br/>Present information in a language other than English</p>   |   |  |  |  |          |
| <ul style="list-style-type: none"> <li>• Rehearsed material</li> <li>• Familiar topics</li> <li>• Basic but complete sentences</li> <li>• Descriptions with details</li> </ul>   | <p><b>2.3.1 Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed material on familiar topics.</li> <li>• Speak in complete sentences to describe objects, self, and others in greater detail.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compose and perform rehearsed material.</li> <li>• Speak in complete sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• In-class work</li> <li>• Medical skit</li> <li>• Quizzes</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS  | ASSESSMENT   | VOCABULARY   | PRIORITY |
|--|--|---|--|--|----------|
| <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Descriptive details               <ul style="list-style-type: none"> <li>– Objects</li> <li>– Self</li> <li>– Others</li> </ul> </li> </ul> | <p><b>2.3.2 Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write short paragraphs to describe objects, self, and others in greater detail.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compose paragraphs describing oneself and one’s activities (camping).</li> <li>• Write recommendations (for vacations).</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> <li>• Oral and written group practices</li> <li>• In-class work</li> <li>• Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | CRITICAL |
| <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Intonation</li> <li>• Grammar</li> <li>• Syntax</li> </ul>   | <p><b>2.3.3 Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy.</li> <li>• Use grammar and syntax with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Pronounce with intonation.</li> <li>• Record and listen to pronunciation.</li> <li>• Evaluate and revise in order to improve intonation and pronunciation, grammar, and syntax.</li> </ul> | <ul style="list-style-type: none"> <li>• Project</li> <li>• Interview</li> <li>• Audio recordings</li> </ul>   | <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Accents and special characters</li> </ul>   | CRITICAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS   | ASSESSMENT   | VOCABULARY   | PRIORITY   |
|--|--|--|--|--|------------|
| <b>STANDARD 4<br/>CULTURES:<br/>Develop awareness of<br/>other cultures</b>  |  |  |  |  |            |
| <ul style="list-style-type: none"> <li>• Social practices <ul style="list-style-type: none"> <li>– Games</li> </ul> </li> <li>• Communication <ul style="list-style-type: none"> <li>– Verbal</li> <li>– Non-verbal</li> </ul> </li> </ul> | <b>2.4.1 Practices</b> <ul style="list-style-type: none"> <li>• Describe frequently encountered social practices.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe non-verbal ways to respond to others.</li> <li>• Distinguish when or with whom to use non-verbal communication.</li> <li>• Convey situation-appropriate communication (instructions for popular games).</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Written responses</li> </ul>          | <ul style="list-style-type: none"> <li>• Camping</li> <li>• Nature</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• Injuries and illnesses</li> <li>• Être en train de</li> <li>• Future tense</li> <li>• Subjunctive tense</li> </ul> | IMPORTANT  |
| <ul style="list-style-type: none"> <li>• Products</li> </ul>   | <b>2.4.2 Products</b> <ul style="list-style-type: none"> <li>• Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Describe information about products (popular medications) in France.</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Oral and written responses</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary related to medications</li> </ul>  | IMPORTANT  |
| <b>STANDARD 5<br/>CONNECTIONS:<br/>Make connections to<br/>other content areas</b>   |  |  |  |  |            |
| <ul style="list-style-type: none"> <li>• Objects</li> <li>• Concepts</li> </ul>  | <b>2.5.1 Describe objects and concepts from other content areas.</b><br>Examples: body parts and Exercise (Wellness), money Conversion (Math standards)  | <ul style="list-style-type: none"> <li>• Discuss injuries to the body and treatments.</li> </ul>   | <ul style="list-style-type: none"> <li>• Textbook and workbook activities</li> </ul>                           | <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Injuries</li> <li>• Treatments</li> </ul>  | ADDITIONAL |

| CONTENT  | STANDARD INDICATORS  | SKILLS  | ASSESSMENT  | VOCABULARY  | PRIORITY   |
|--|--|---|---|---|------------|
| <b>STANDARD 6<br/>CONNECTIONS: Access and connect information through various media</b>  |  |   |   |   |            |
| <ul style="list-style-type: none"> <li>Digital media</li> <li>Authentic resources</li> <li>Culture</li> </ul>  | <b>2.6.2</b> Use digital media and culturally authentic resources to study target language and cultures.   | <ul style="list-style-type: none"> <li>Conduct research with digital media and culturally authentic resources.</li> <li>Study French language and culture.</li> </ul>                             | <ul style="list-style-type: none"> <li>Le Français dans le monde du tourisme project</li> <li>Classroom discussion</li> </ul>                                 | <ul style="list-style-type: none"> <li>Vocabulary related to the project</li> </ul>                             | ADDITIONAL |
| <b>STANDARD 7<br/>COMPARISONS: Investigate the nature of language and culture</b>  |  |   |   |   |            |
| <ul style="list-style-type: none"> <li>Cognates</li> <li>Context</li> </ul>  | <b>2.7.1</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. | <ul style="list-style-type: none"> <li>Distinguish between cognates and false cognates among new vocabulary.</li> <li>Examine word families to deduce meaning of new words in context.</li> </ul> | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Group and individual practices</li> <li>Classroom work</li> </ul>            | <ul style="list-style-type: none"> <li>Cognates</li> <li>False cognates</li> </ul>                              | CRITICAL   |
| <ul style="list-style-type: none"> <li>Language structures <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs</li> <li>Adjectives</li> <li>Adverbs</li> <li>Direct Objects</li> <li>Indirect Objects</li> </ul> </li> </ul> | <b>2.7.2</b> Recognize and use level appropriate language structures.  | <ul style="list-style-type: none"> <li>Evaluate vocabulary and parts of speech to express with increasing comprehensibility.</li> </ul>   | <ul style="list-style-type: none"> <li>Textbook workbook activities</li> <li>Group and individual practices</li> <li>Classroom work</li> <li>Tests</li> </ul> | <ul style="list-style-type: none"> <li>Prior and current vocabulary used in presenting grammar rules</li> </ul> | CRITICAL   |

| <b>CONTENT</b>   | <b>STANDARD INDICATORS</b>   | <b>SKILLS</b>   | <b>ASSESSMENT</b>   | <b>VOCABULARY</b>   | <b>PRIORITY</b> |
|--|--|---|---|---|-----------------|
| <ul style="list-style-type: none"> <li>Idiomatic and colloquial expressions</li> </ul>   | <b>2.7.3</b> Understand and use common idiomatic and colloquial expressions in the target language.                                    | <ul style="list-style-type: none"> <li>Make use of prior and new appropriate idiomatic and colloquial expressions.</li> </ul>           | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Classroom work</li> </ul>  | <ul style="list-style-type: none"> <li>Content specific expressions</li> </ul>                                      | CRITICAL        |
| <ul style="list-style-type: none"> <li>Forms of address</li> <li>Situations               <ul style="list-style-type: none"> <li>Formal</li> <li>Informal</li> </ul> </li> </ul>     | <b>2.7.4</b> Compare and use authentic forms of address in a variety of social situations, both formal and informal.                   | <ul style="list-style-type: none"> <li>Decide among appropriate personal pronouns with greater accuracy and increased speed.</li> </ul> | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Group and individual practices</li> <li>Classroom work</li> <li>Tests</li> </ul> | <ul style="list-style-type: none"> <li>Être en train de</li> <li>Future tense</li> <li>Subjunctive tense</li> </ul> | CRITICAL        |
| <ul style="list-style-type: none"> <li>Cultures               <ul style="list-style-type: none"> <li>Social patterns</li> </ul> </li> </ul>  | <b>2.7.5</b> Compare the social patterns of other cultures and the learner's own culture.  | <ul style="list-style-type: none"> <li>Compare nonverbal greetings and common gestures.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Group and classroom work</li> </ul>  | <ul style="list-style-type: none"> <li>Non-verbal communication and gestures</li> </ul>                             | ADDITIONAL      |
| <b>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b>   |  |   |   |   |                 |
| <ul style="list-style-type: none"> <li>Influences               <ul style="list-style-type: none"> <li>Language</li> <li>Culture</li> <li>Community</li> </ul> </li> </ul>           | <b>2.8.2</b> Recognize and show the influences of the target language and/or cultures on the learner's own community.                  | <ul style="list-style-type: none"> <li>Compile a list of French medications.</li> </ul>   | <ul style="list-style-type: none"> <li>Textbook and workbook activities</li> <li>Internet research</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary related to research</li> </ul>                                    | ADDITIONAL      |
| <ul style="list-style-type: none"> <li>Evidence               <ul style="list-style-type: none"> <li>Language</li> <li>Knowledge</li> <li>Personal enrichment</li> </ul> </li> </ul> | <b>2.8.3</b> Show evidence of becoming a lifelong learner by using the target language and cultural knowledge for personal enrichment. | <ul style="list-style-type: none"> <li>Propose a travel itinerary for a trip to France.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Project</li> </ul>   | <ul style="list-style-type: none"> <li>Travel vocabulary</li> </ul>   |                 |

| <b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>   |  |  |
|---|--|--|
| <b>CONTENT</b>  | <b>STANDARD INDICATORS</b>   | <b>SKILLS</b>  |
| <b>LST.1: LEARNING OUTCOMES</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Science and technical texts</li> </ul>   | <b>9-10.LST.1.1:</b> 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"> <li>• Read and comprehend grade-level texts.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>  | <b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.  | <ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>  | <b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.  | <ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>  |
| <b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul> | <b>9-10.LST.2.2:</b> 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. | <ul style="list-style-type: none"> <li>• Determine text's central idea.</li> <li>• Identify the text's presentation.</li> <li>• Summarize the text.</li> </ul> |

| CONTENT  | STANDARD INDICATORS  | SKILLS  |
|--|--|---|
| <b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Author's question</li> </ul>                | <p><b>9-10.LST.3.3:</b> 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"> <li>• Identify author's purpose.</li> <li>• Define author's question addressed in text.</li> </ul> |
| <b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Quantitative or technical information</li> <li>• Visual form</li> </ul> | <p><b>9-10.LST.4.1:</b> 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"> <li>• Convert written data into visual form.</li> </ul>  |
| <b>LST.5: WRITING GENRES (WRITING)</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>  | <p><b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.</p>  | <ul style="list-style-type: none"> <li>• Write arguments.</li> </ul>  |

| CONTENT   | STANDARD INDICATORS   | SKILLS   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Technical processes</li> <li>• Descriptions</li> <li>• Conclusions</li> </ul> | <p><b>9-10.LST.5.2:</b> 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"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul>   |
| <b>LST.6: THE WRITING PROCESS (WRITING)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>  | <p><b>9-10.LST.6.2:</b> 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"> <li>• Write using various digital platforms to organize and display information.</li> </ul>   |
| <b>LST.7: THE RESEARCH PROCESS (WRITING)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multiple sources</li> </ul>  | <p><b>9-10.LST.7.1:</b> 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"> <li>• Research to answer a question or solve a problem.</li> <li>• Revise inquiry based on research results.</li> <li>• Synthesize multiple sources.</li> </ul> |

| <b>CONTENT</b>  | <b>STANDARD INDICATORS</b>   | <b>SKILLS</b>  |
|---|--|--|
| <ul style="list-style-type: none"><li>Evidence as support</li></ul> | <b>9-10.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"><li>Read informational texts.</li><li>Record evidence to use as support for inquiry.</li></ul> |