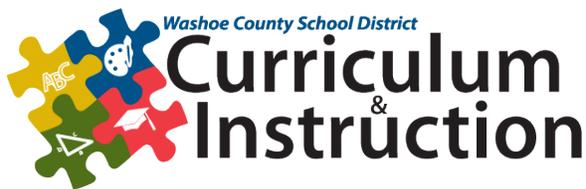


# Passports to Proficiency French 3-4



# Washoe County School District World Languages: French 3-4

Each course is divided into nine units of instruction, with five units taught in the first semester and four units taught in the second semester. The units follow scope and sequence of the EMC textbook series, *T'es branché!*. The curriculum is meant to provide teachers with a guide for instruction and pacing, following the Nevada Academic Content Standards for World Languages (NVACSWL). Each unit contains a Student Proficiency Passport, where students will demonstrate their language proficiency using various communication strategies. It is up to individual teachers to determine the day-to-day instructional activities for students, while following the approved curriculum guides.

Each course is designed to assist students in reaching a targeted language proficiency level by the end of the year. The American Council on the Teaching of Foreign Languages (ACTFL) developed these proficiency levels:

French 1-2 — Novice Mid

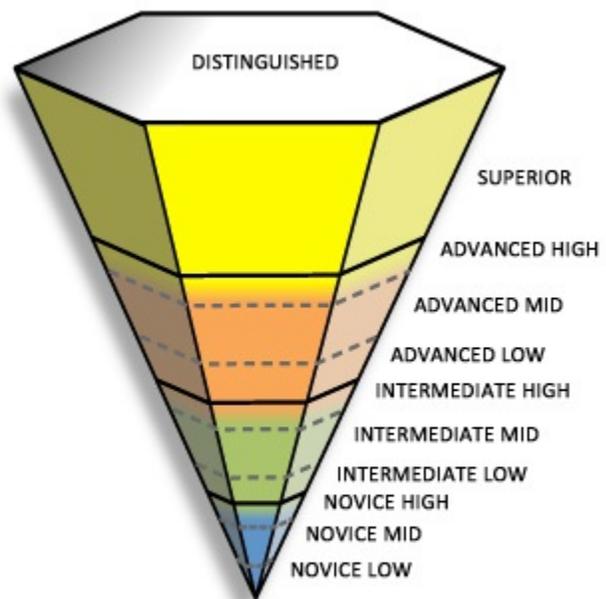
French 3-4 — Novice High

French 5-6 (Honors) — Intermediate Low / Intermediate Mid

AP French Language – Intermediate Mid / Intermediate High

French 9-10 (Honors) – Intermediate Mid / Intermediate High

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the spring of 2018. The committee included the following WCSD World Language Teachers: Jeni Cross, Jami Curtis, France Deschenes, Jennifer Rasmussen, and Ryan Smith. The Intercultural Communication Benchmarks were adapted from the *NCSSFL-ACTFL Can-Do Statements* document.



# CORE PRACTICES

For World Language Learning



## Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

## Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



## Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

## Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



## Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



## Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



# Nevada Academic Content Standards for World Languages

## Novice-High

Learners at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	<p>1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> <li>• Exchange some personal information</li> <li>• Exchange information using texts, graphs, or pictures</li> <li>• Ask for and give simple directions</li> <li>• Make plans with others</li> <li>• Interact with others in everyday situations</li> </ul>
	<p>2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<ul style="list-style-type: none"> <li>• Understand simple questions or statements on familiar topics</li> <li>• Understand simple information via pictures and graphs</li> <li>• Usually understand short simple messages on familiar topics</li> <li>• Understand short simple descriptions</li> <li>• Understand the main idea of published materials</li> </ul>
	<p>3. <i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<ul style="list-style-type: none"> <li>• Present and write information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing</li> <li>• Write short notes about things learned, and request information</li> </ul>
CULTURES	<p>4. <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations</li> <li>• Investigate common social practices in relevant situations</li> <li>• Examine major traditions and celebrations and the practices associated with them</li> </ul>

	<p>5. <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts</li> </ul>
<b>CONNECTIONS</b>	<p>6. <i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> <li>Describe and identify geographic locations, terms, and features</li> <li>Use basic math functions in target language</li> <li>Compare, contrast, and discuss or retell aspects of authentic texts</li> <li>Identify dates, figures, or events of historical importance</li> </ul>
	<p>7. <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>Compare and contrast measurement systems</li> <li>Describe cultural products</li> <li>Recognize authentic resources</li> <li>Interact with authentic resources</li> </ul>
<b>COMPARISONS</b>	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> <li>Recognize cognates, word families, and language patterns</li> <li>Demonstrate that languages have important sound distinctions</li> <li>Analyze the writing system of the target language</li> <li>Identify language patterns and grammatical functions</li> </ul>
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> <li>Identify cultural differences about traditions, celebrations, and customs</li> <li>Recognize various language registers and their uses</li> </ul>
<b>COMMUNITIES</b>	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> <li>Identify settings where the target language can be used</li> </ul>
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> <li>Apply knowledge of language to personal, real world interests</li> <li>Self-evaluate acquired skills</li> <li>Reflect on acquired skills</li> </ul>

### Intermediate-Low

Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	<b>1. <i>Interpersonal Communication:</i></b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<ul style="list-style-type: none"><li>• Hold a simple conversation on a number of everyday topics</li><li>• Use the language to meet basic needs in familiar situations</li><li>• Ask and answer questions on factual information that is familiar</li></ul>
	<b>2. <i>Interpretive Communication:</i></b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<ul style="list-style-type: none"><li>• Understand the basic purpose of a message and messages related to basic needs</li><li>• Understand questions and simple statements on everyday topics when part of a conversation</li><li>• Identify some simple information on forms</li><li>• Identify some information from news media</li></ul>
	<b>3. <i>Presentational Communication:</i></b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	<ul style="list-style-type: none"><li>• Talk and write about people, activities, and experiences</li><li>• Talk and write about needs and wants</li><li>• Exchange information about plans</li><li>• Present songs, short skits, or dramatic readings</li><li>• Talk and write about topics of interest</li><li>• Give basic instructions</li><li>• Prepare materials for a presentation</li></ul>

<b>CULTURES</b>	<p>4. <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations</li> <li>• Compare daily practices of people in the target culture(s) with those of the learner</li> <li>• Interpret and explain the cultural relevance or historical context of traditions and celebrations</li> </ul>
	<p>5. <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Analyze and assess factors that impact cultural products</li> </ul>
<b>CONNECTIONS</b>	<p>6. <i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> <li>• Discuss how geographic locations affect practices, perspectives, and products</li> <li>• Analyze and evaluate aspects of authentic texts with some details</li> <li>• Analyze historic contributions of the target culture</li> </ul>
	<p>7. <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>• Recognize authentic resources</li> <li>• Interact with authentic resources</li> <li>• Analyze, examine, and evaluate cultural products</li> <li>• Interpret perspectives unique to the target culture(s)</li> </ul>

<b>COMPARISONS</b>	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> <li>• Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts</li> <li>• Employ language patterns and grammatical functions</li> </ul>
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> <li>• Analyze cultural differences in traditions, celebrations, and customs</li> <li>• Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community</li> </ul>
<b>COMMUNITIES</b>	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> <li>• Identify settings where the language can be used</li> <li>• Demonstrate the ability to find resources that relate to use and understanding of the language</li> <li>• Demonstrate the ability to find resources that relate to the target culture(s)</li> <li>• Communicate and reflect on interactions with members of the target culture(s)</li> </ul>
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to personal, real world interests</li> <li>• Self-evaluate acquired skills</li> <li>• Reflect on acquired skills</li> </ul>

# Interpersonal Speaking

## Standards:

**NVACSWL Standard 1- Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**NVACSWL Standard 2- Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> How well do I complete the task?	Communicative goal completed with superior elaboration	Communicative goal completed with appropriate elaboration	Communicative goal completed with some elaboration	Communicative goal attempted with minimal elaboration
<b>Comprehensibility:</b> How well do other understand me?	Message is fully comprehensible and clear	Message is mostly comprehensible and clear	Message is partly clear and somewhat understood	Message is not clear
<b>Comprehension:</b> How well do I understand others?	Message is fully understood with immediate response	Message is clearly understood with delayed response	Message is partly understood with delayed response and repetition	Message is not understood
<b>Use of Vocabulary:</b> How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
<b>Language Control:</b> How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
<b>Fluency and Communication Strategies:</b> How well do I keep the conversation going?	Conversation is maintained with elaboration and advances the conversation.	Conversation is maintained and participates fully.	Conversation is maintained with difficulty and participates partially.	Conversation cannot be maintained, and participation is minimal.

## Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

# Interpersonal Speaking

What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Communicative goal completed with appropriate elaboration	
	Message is mostly comprehensible and clear	
	Message is clearly understood with delayed response	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Conversation is maintained and participates fully.	

Notes:

# Interpersonal Speaking

## Explanation of Assignment

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

# Interpersonal Writing

**Standards:**

**NVACSWL Standard 1- Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**NVACSWL Standard 2- Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> How well do I complete the task?	Communicative goal completed with elaboration	Communicative goal completed with some elaboration	Communicative goal completed with minimal elaboration	Communicative goal attempted
<b>Comprehensibility:</b> How well do others understand me?	Message is fully comprehensible and clear, including the use of the appropriate register	Message is mostly comprehensible and clear, including the appropriate register most of the time	Message is partially clear and somewhat understood. The appropriate register was not always used	Message is not clear
<b>Mechanics:</b> How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks	Frequent errors in spelling, capitalization, punctuation, abbreviations and accents and tone marks	Makes little or no attempt to use correct spelling and mechanics
<b>Vocabulary Use:</b> How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
<b>Language Control:</b> How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
<b>Communication Strategies:</b> How well do I organize my writing?	Writing is well organized with sequencing and transition words. Participates in advancing the conversation	Writing is organized with few transition and sequencing words. Participates fully in the conversation	Writing is somewhat organized with no transition and sequencing words. Participates partially in the conversation	Writing is not organized and participated minimally in the conversation

**Student Learning Objective conversion scale:**

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

# Interpersonal Writing

What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Communicative goal completed with appropriate elaboration	
	Message is mostly compressible and clear, including the appropriate register most of the time	
	Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Writing is organized with few transition and sequencing words. Participates fully in the conversation	

Notes:

# Interpersonal Writing

## Explanation of Assignment

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

# Presentational Speaking

## Standards:

**NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> How well do I complete the task?	Communicative goal completed with elaboration and supported with a variety of examples	Communicative goal completed with some elaboration and some examples	Communicative goal completed with minimal elaboration	Communicative goal attempted
<b>Comprehensibility:</b> How well do other understand me?	Message is fully comprehensible and clear	Message is mostly comprehensible and clear	Message is partly clear and somewhat understood	Message is unclear
<b>Impact:</b> How well do I capture and maintain my audience?	Presentation is engaging using varied tone, gestures, eye contact, and visual aids	Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids	Presentation is minimally engaging using varied tone, gestures, eye contact, and visual aids	Presentation is not engaging. Audience interest is not maintained
<b>Vocabulary Use:</b> How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
<b>Language Control:</b> How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
<b>Communication Strategies:</b> How well do I organize the presentation?	Presentation is well organized, using sequencing and transition words	Presentation is organized with few sequencing and transition words	Presentation is somewhat organized with almost no sequencing or transition words	Presentation isn't organized

## Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

# Presentational Speaking

What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Communicative goal completed with some elaboration and some examples	
	Message is mostly compressible and clear	
	Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Presentation is organized with few sequencing and transition words	

Notes:

# Presentation Speaking

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Oral Presentation:	

# Presentation Writing

## Standards:

**NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
Task: How well do I complete the task?	Communicative goal is completed with elaboration and supported with a variety of examples	Communicative goal completed with some elaboration and some examples	Communicative goal completed with minimal elaboration	Communicative goal attempted
Comprehensibility: How well do others understand me?	Message is fully comprehensible and clear. Audience interest is maintained	Message is mostly comprehensible and clear. Audience interest is mostly maintained	Message is partly clear and somewhat understood. Audience interest is somewhat maintained	Message is unclear and audience interest is minimally maintained
Mechanics: How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes frequent errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes little or no attempt to use correct spelling and mechanics
Vocabulary: How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
Language Control: How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
Communication Strategies: How well do I organize my writing?	Presentation is well organized, using sequencing and transition words	Presentation is organized with few sequencing and transition words	Presentation is somewhat organized with almost no sequencing or transition words	Presentation isn't organized

## Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

# Presentational Writing

What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Communicative goal completed with some elaboration and some examples	
	Message is mostly comprehensible and clear. Audience interest is mostly maintained	
	Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Presentation is organized with few sequencing and transition words	

Notes:

# Presentational Writing

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Written Presentation:	

## French 3-4, Unité 1: Comment je passe l'été

**Essential question:** What do young people do in the summer in other cultures?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

### **Learning outcomes:**

- Ask someone if they celebrate a particular holiday
- Ask when something takes place and respond
- Ask for an opinion
- Give an opinion
- Find out what someone is thinking
- Agree or disagree
- Inquire about future plans
- Respond

### **Vocabulary in context to support the learning outcomes:**

- Holidays in France, Quebec, and the United States
- Television programs
- Television professions
- Rides and attractions at amusement parks

### **Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Present tense of regular *-er*, *-ir*, and *-re* verbs
- Negation
- Possessive adjectives
- Dates
- Present tense of *avoir* and *être*
- Indefinite articles in negative sentences
- Agreement and position of adjectives
- Comparative of adjectives
- Present tense of *aller* and *faire*
- *De* and *à* + definite articles
- *Venir* and *venir de* + infinitive
- Telling time

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 1: Comment je passe l'été

**Essential question:** What do young people do in the summer in other cultures?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, I can identify activities that bring people together.
<b>Interact</b>	I can work with a peer to re-create a typical event that would occur in a francophone country.

<b>Investigate</b>	In my own and other cultures, I can identify the role that different types of televised entertainment play in society.
<b>Interact</b>	I can communicate using memorized language in a televised program or commercial simulating those in francophone countries.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 1: Comment je passe l'été</b>	
<b>Essential question:</b> What do young people do in the summer in other cultures?	

I can name holidays	I can ask someone if they celebrate a particular holiday	I can ask when something takes place	I can identify ownership or relationship of things or people
I can name important aspects about Québec	I can say something I don't like or don't like to do	I can ask questions	I can tell dates
I can ask and give an opinion	I can agree or disagree	I can point out specific people or things	I can say how much of something I want
I can describe people and things	I can name things to do at the amusement park	I can ask and respond to future plans	I can tell time
I can say where I come from or where I'm going	I can compare US television to francophone television	I can	I can

## French 3-4, Unité 2: Dans la capitale

**Essential question:** What stories does Paris tell about art and architecture?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Describe a painting
- Say I'm lost
- Tell someone not to worry
- Ask for directions
- Give directions
- Ask about transportation
- Respond

**Vocabulary in context to support the learning outcomes:**

- Art terms
- Types of paintings
- Places in the neighborhood
- Modes of transportation
- Versailles

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Present tense of *suivre*
- *Passé composé* with *avoir*
- Present tense of *mettre*, *prendre*, and *voir*
- Present tense of *vouloir*, *pouvoir*, *devoir*, and *falloir*
- Irregular past participles
- Imperative
- Present tense of *partir* and *sortir*
- *Passé composé* with *être*
- Superlative of adjectives

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 2: Dans la capitale

Essential question: What stories does Paris tell about art and architecture?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify how people interact with cities.
<b>Interact</b>	<b>I can</b> access simple information about transportation options based on my location.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> investigate aspects of specific cities that make them unique.
<b>Interact</b>	<b>I can</b> work with a peer to create a digital presentation about two different cities and their sites.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 2: Dans la capitale</b>	
<b>Essential question:</b> What stories does Paris tell about art and architecture?	

I can describe a painting	I can say things have been done in the past	I can say what I want, what I can do, what is a necessity, and what I have to do	I can name places in town
I can give commands	I can say that I am lost	I can ask and give directions	I can say I can leave or go out
I can say that something better, best, worse or worst.	I can name modes of transportation	I can ask about transportation	I can say what transportation I am taking
I can compare the arts of the US and francophones	I can compare public transportation between the US and francophones	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 3: La vie quotidienne

**Essential question:** How do the routines of people in other cultures differ from mine?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

### **Learning outcomes:**

- Complain
- Respond to a complaint
- Express frustration
- Respond
- Make comparisons
- Respond to comparisons
- Express injustice
- Find out if someone remembers something
- Recount past events

### **Vocabulary in context to support the learning outcomes:**

- Toiletries
- Daily routine
- Household items
- Household chores
- Reflexive verbs

### **Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Present tense of reflexive verbs
- Irregular plural forms of nouns and adjectives
- Present tense of *s'asseoir*
- Imperative of reflexive verbs
- *Passé composé* of reflexive verbs

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 3: La vie quotidienne

**Essential question:** How do the routines of people in other cultures differ from mine?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify different beliefs (i.e. Eastern vs. Western) and their influence on daily life.
<b>Interact</b>	<b>I can</b> work with a peer to create a digital presentation comparing and contrasting beliefs of those in a francophone country with my own.

<b>Investigate</b>	<b>I can</b> compare and contrast daily routines in a francophone country with my own.
<b>Interact</b>	<b>I can</b> work with a peer to create a skit depicting appropriate and obviously inappropriate behaviors pertaining to daily routines.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 3: La vie quotidienne</b>	
<b>Essential question:</b> How do the routines of people in other cultures differ from mine?	

I can name toiletry items	I can say my current and past daily routine	I can complain and respond to a complaint and express frustration	I can describe things and people
I can name chores in the house	I can compare what I do with what someone else does	I can express injustice	I can tell someone what to do
I can say or ask where I or someone else is sitting	I can ask if someone remembers an event	I can compare immigration in the US to francophones	I can suggest something to do
I can	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 4: Autrefois

**Essential question:** How does the past shape us?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Reminisce
- Describe past events
- Make a suggestion

**Vocabulary in context to support the learning outcomes:**

- Farm
- Farm animals
- Professions of the past
- University life

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Imperfect tense
- Present tense of *croire*
- *Il y a* + time
- Imperfect and *passé composé*
- *Si on* + imperfect

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 4: Autrefois

Essential question: How does the past shape us?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify role models and people who have made a positive impact.
<b>Interact</b>	<b>I can</b> research an influential person from my culture and one from a francophone country and create a T-chart comparing the two.

<b>Investigate</b>	<b>I can</b> identify role that demonstrations play in French society.
<b>Interact</b>	<b>I can</b> work with a peer to research an important demonstration from my culture, compare it with one from a francophone country, and create a persuasive speech justifying the different viewpoints.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 4: Autrefois</b>	
<b>Essential question:</b> How does the past shape us?	

I can name farm animals	I can describe past events, say how things were and what happened	I can say what I used to do	I can express what I believe or think
I can say how long ago something happened	I can name professions	I can write a dialogue	I can compare demonstrations in the past and present in US and France
I can make suggestions and describe a habit in the past	I can	I can	I can
I can	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 5: Bon voyage et bonne route!

**Essential question:** What do you need to know to travel successfully?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

### Learning outcomes:

- Describe a health problem
- Give instructions
- Express that I'm looking forward to something
- Ask for a hotel room
- Ask if something is included in the price
- Understand what a receptionist asks

### Vocabulary in context to support the learning outcomes:

- Airport
- Types of cars
- Exterior / interior of cars
- Hotel room
- French breakfast
- North American breakfast

### Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Direct object pronouns: *me, te, nous, vous*
- Direct object pronouns: *le, la, l', les*
- Direct object pronouns in the *passé composé*
- Present tense of *conduire*
- Indirect object pronouns: *lui, leur*
- Indirect object pronouns: *me, te, nous, vous*
- Present tense of *boire*
- Ajective *tout*

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 5: Bon voyage et bonne route!

Essential question: What do you need to know to travel successfully?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Investigate	In my own and other cultures, <b>I can</b> identify different aspects of lodging culture and travel.
Interact	<b>I can</b> communicate using memorized language to make travel reservations.

Investigate	
Interact	

Investigate	
Interact	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 5: Bon voyage et bonne route!</b>	
<b>Essential question:</b> What do you need to know to travel successfully?	

I can name airport vocabulary	I can describe a health problem	I can give instructions	I can invite someone to party
I can accept or decline an invitation	I can express that I'm looking forward to something	I can name car vocabulary	I can I say where I'm going
I can reserve a hotel room	I can name breakfast items	I can compare a US breakfast to a French breakfast	I can say what I want to drink
I can	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 6: Les arts maghrébins

**Essential question:** How do other cultures enrich our lives?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Say what a book is about
- Introduce an author or a novel
- Borrow something
- Ask if someone plays a particular instrument
- Say what instrument I play
- Begin and end a letter
- Thank someone formally

**Vocabulary in context to support the learning outcomes:**

- Things we read
- Things we write
- Music genres
- Musical instruments
- Accessories and fabrics
- Jewelry

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Present tense of *lire*
- Present tense of *écrire*
- Present tense of *savoir*
- Present tense of *connaître*
- Present tense of *recevoir*
- Present tense of *ouvrir*

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 6: Les arts maghrébins

Essential question: How do other cultures enrich our lives?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Investigate	In my own and other cultures, <b>I can</b> identify different ways people stay informed.
Interact	<b>I can</b> watch a news clip from a francophone country and write a brief reaction to the video.

Investigate	In my own and other cultures, <b>I can</b> identify different ways people negotiate.
Interact	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in a negotiation scenario.

Investigate	
Interact	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 6: Les arts maghrébins</b>	
<b>Essential question:</b> How do other cultures enrich our lives?	

I can describe a book	I can introduce an author	I can say I'll borrow something	I can say what I read and write about
I can ask people what instruments they play	I can express what and whom I know	I can open and close a letter	I can name accessories and jewelry
I can name fabric types	I can say what I or others receive and open (gifts or mail or texts)	I can compare outdoor markets to other francophone countries	I can compare popular French books and authors to popular US books and authors
I can identify traditional francophone countries' instruments and music (such as Algeria or Morocco)	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 7: En province

**Essential question:** How do smaller communities enrich a country's culture?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Compliment a host or hostess
- Politely refuse more food
- Offer help
- Ask a friend what's new
- Find out someone's associations with a place
- Say I like a suggestion
- Understand what a server asks
- Order food

**Vocabulary in context to support the learning outcomes:**

- Foods and courses
- French regions and their adjectives
- Things to eat and drink in a creperie
- Youth hostels

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Relative pronouns *qui* and *que*
- The partitive
- The pronoun *en*
- Interrogative pronouns
- Stress pronouns

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 7: En province

**Essential question:** How do smaller communities enrich a country's culture?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, I can identify how local products reflect the cultural heritage of a region.
<b>Interact</b>	I can work with a peer to create a skit portraying a conversation to engage politely with a host/hostess.

<b>Investigate</b>	In my own and other cultures, I can identify traditional clothing from francophone countries.
<b>Interact</b>	I can work with a partner to research and report on a popular clothing style in a francophone country.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 7: En province</b>	
<b>Essential question:</b> How do smaller communities enrich a country's culture?	

I can complement a host or hostess	I can name different the different courses of a meal	I can politely refuse food.	I can offer to clear the table
I can express irony	I can write complete sentences with details and elaboration	I can name French regions	I can ask someone what's new
I can accept a suggestion	I can ask different questions about a place	I can identify French regional foods and youth hostels	I can ask someone what they decided to order
I can order food	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 8: Les Antilles

**Essential question:** What are the benefits of encountering other cultures?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Ask what someone prefers
- State ambivalence
- Make an observation
- Say what I'm in charge of
- Express appreciation

**Vocabulary in context to support the learning outcomes:**

- Flora in Guadeloupe
- Fauna in Guadeloupe
- Carnival in Martinique
- Weddings
- Water management
- Seafood

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Present tense of *vivre*
- Pronoun *y*
- Double object pronouns
- *Depuis* + present tense

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 8: Les Antilles

Essential question: What are the benefits of encountering other cultures?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, I can identify different traditions regarding weddings.
<b>Interact</b>	<i>I can</i> work with a partner to create a digital presentation comparing and contrasting wedding traditions in a francophone country with my own.

<b>Investigate</b>	In my own and other cultures, I can identify different features of natural spaces.
<b>Interact</b>	I can research different attitudes and behaviors about protecting and destroying natural spaces in a francophone country and compare them with my own.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 8: Les Antilles</b>	
<b>Essential question:</b> What are the benefits of encountering other cultures?	

I can name nature items and activities of Guadeloupe	I can say where I and some else liv	I can discuss Carnaval in different francophone countries	I can make an observation about something
I can compare the Caribbean francophone islands and the US	I can identify music from the Caribbean francophone islands	I can identify food from Caribbean francophone islands	I can say what I'm in charge of
I can compare natural disasters between the Caribbean francophone islands and the US	I can say since when I have done something	I can say how long I've doing something	I can
I can	I can	I can	I can
I can	I can	I can	I can

## French 3-4, Unité 9: La vie contemporaine

**Essential question:** What influences and changes contemporary society?

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

**Learning outcomes:**

- Ask someone to lend me something
- Say that I know or do not know how to use something
- Express what someone was happy about
- Hypothesize
- Propose solutions
- Express my future goals
- Give a reason

**Vocabulary in context to support the learning outcomes:**

- Features of smartphones
- Steps for taking a digital photo
- Problems in contemporary society
- Possible solutions
- Job sectors
- Today's professions

**Language structures to support the learning outcomes:**

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Conditional tense
- Conditional tense in sentences with *si*
- Future tense

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### French 3-4, Unité 9: La vie contemporaine

**Essential question:** What influences and changes contemporary society?

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.

<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify examples of technology and peoples' attitudes towards them.
<b>Interact</b>	<b>I can</b> work with a partner to create a vlog depicting the uses of technology in a francophone country.

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify the role technology plays in people's lives.
<b>Interact</b>	<b>I can</b> use simple phrases to explain how I use technology every day.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>French 3-4, Unité 9: La vie contemporaine</b>	
<b>Essential question:</b> What influences and changes contemporary society?	

I can name parts and functions of a smartphone	I can ask someone to lend me something	I can say I know or do not know how to use something	I can express what someone is happy about
I can say what I would or would not like to do	I can express a request	I can make statement or ask a question politely	I can say what would happen if...
I can name societal problems and solutions	I can propose a solution	I can name professional sectors and professions	I can express my future goals
I can compare technological innovations between the US and France	I can compare education and employment between the US and francophone countries	I can	I can
I can	I can	I can	I can

