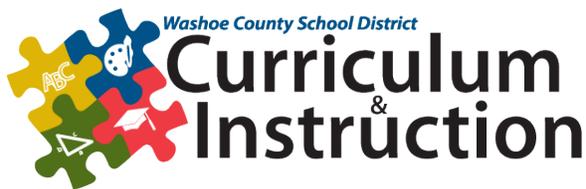


Passports to Proficiency French 1-2



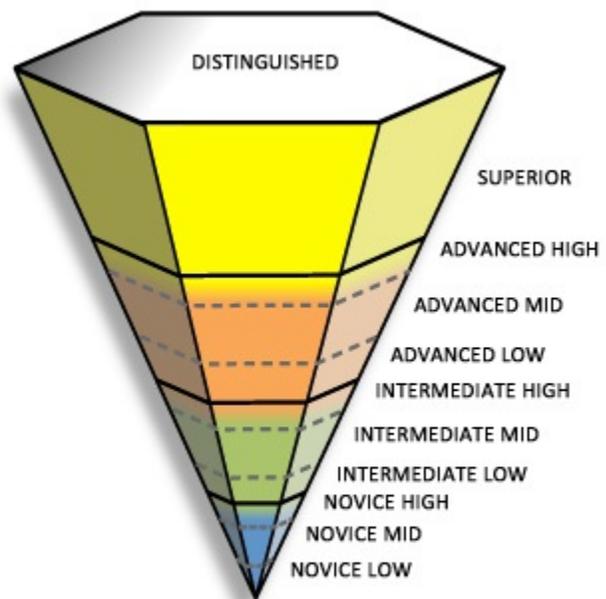
Washoe County School District World Languages: French 1-2

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-Mid

Learners at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort to repetition, words from their native language, or silence.

	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"> • Greet and leave people in a polite way • Introduce self and others • Answer a variety of simple questions • Make simple statements in a conversation • Ask simple questions
	<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"> • Understand a few courtesy phrases • Recognize and understand basic information • Recognize and understand words for a specific purpose • Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know
	<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"> • Present information using words or phrases about self, daily activities, likes, and dislikes • Fill out a simple form with basic information • Write about self, using learned phrases as well as memorized expressions • List daily activities and write lists that help in day-to-day life

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"> • Initiate greetings and use appropriate gestures • Identify some common social practices • Describe some aspects of major traditions and celebrations
	<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"> • Identify culture-specific products and their uses • Identify similarities and differences of common expressive products between learners' culture and the target culture(s)
CONNECTIONS	<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"> • Describe and situate geographic locations relative to each other on a map • Use basic math functions in target language • Compare and contrast, and discuss and retell aspects of authentic texts • Identify dates, figures, or events of historical importance
	<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"> • Identify measurement systems • Describe cultural products • Recognize and interact with simple authentic resources
COMPARISONS	<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"> • Recognize cognates, word families, and language patterns • Demonstrate that languages have important sound distinctions • Analyze the writing system of the target language • Identify language patterns and grammatical functions
	<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"> • Identify cultural differences about traditions, celebrations and customs • Recognize various uses of language register

COMMUNITIES	<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"> • Identify settings where the target language can be used
	<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"> • Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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	1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<ul style="list-style-type: none">• Exchange some personal information• Exchange information using texts, graphs, or pictures• Ask for and give simple directions• Make plans with others• Interact with others in everyday situations
	2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<ul style="list-style-type: none">• Understand simple questions or statements on familiar topics• Understand simple information via pictures and graphs• Usually understand short simple messages on familiar topics• Understand short simple descriptions• Understand the main idea of published materials
	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.	<ul style="list-style-type: none">• Present and write information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing• Write short notes about things learned, and request information
CULTURES	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.	<ul style="list-style-type: none">• Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations• Investigate common social practices in relevant situations• Examine major traditions and celebrations and the practices associated with them

	<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"> Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts
CONNECTIONS	<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"> Describe and identify geographic locations, terms, and features Use basic math functions in target language Compare, contrast, and discuss or retell aspects of authentic texts Identify dates, figures, or events of historical importance
	<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"> Compare and contrast measurement systems Describe cultural products Recognize authentic resources Interact with authentic resources
COMPARISONS	<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"> Recognize cognates, word families, and language patterns Demonstrate that languages have important sound distinctions Analyze the writing system of the target language Identify language patterns and grammatical functions
	<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"> Identify cultural differences about traditions, celebrations, and customs Recognize various language registers and their uses
COMMUNITIES	<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"> Identify settings where the target language can be used
	<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"> Apply knowledge of language to personal, real world interests Self-evaluate acquired skills Reflect on acquired skills

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.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: 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
Comprehensibility: 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
Comprehension: 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
Use of 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 interfere	Some errors occur when using practiced language functions. Errors do not interfere	Appropriate language functions are attempted but frequent errors interfere	Practiced language functions are used incorrectly. Errors interfere
Fluency and Communication Strategies: 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?	Proficient	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	
	Vocabulary is adequate with variation	
	Grammar is appropriate but errors occasionally interfere	
	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.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: 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
Comprehensibility: 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
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, 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
Vocabulary Use: 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 interfere	Some errors occur when using practiced language functions. Errors do not interfere	Appropriate language functions are attempted but frequent errors interfere	Practiced language functions are used incorrectly. Errors interfere
Communication Strategies: 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?	Proficient	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 interfere	
	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.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: 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
Comprehensibility: 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
Impact: 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
Vocabulary Use: 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 interfere	Some errors occur when using practiced language functions. Errors do not interfere	Appropriate language functions are attempted but frequent errors interfere	Practiced language functions are used incorrectly. Errors interfere
Communication Strategies: 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?	Proficient	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 interfere	
	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.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
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 interfere	Some errors occur when using practiced language functions. Errors do not interfere	Appropriate language functions are attempted but frequent errors interfere	Practiced language functions are used incorrectly. Errors interfere
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?	Proficient	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 interfere	
	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 1-2, Unité 1: Bonjour, tout le monde!

Essential question: In what ways is learning another language beneficial?

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:

- Introduce oneself
- Introduce someone else
- Respond to an introduction
- Ask someone's name
- Ask how someone is doing
- Say how I am doing
- Extend an invitation
- Accept an invitation
- Refuse an invitation

Vocabulary in context to support the learning outcomes:

- Greetings
- Nationalities
- Respond to *Ça va?*
- Respond to good-bye
- Locations
- Introducing your parents

Language structures to support the learning outcomes:

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

- Register in speaking and writing
- Assess comfort level with Francophone cultures
- Answer the five "W" questions and decipher words

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 1: Bonjour, tout le monde!

Essential question: In what ways is learning another language beneficial?

INVESTIGATE 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.

INTERACT 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 in French-speaking cultures <i>I can</i> identify patterns of immigration and cross-cultural influences.
Interact	<i>I can</i> answer simple questions about demographics and language in francophone countries.

Investigate	In my own and other cultures, <i>I can</i> identify some authors, artists and musicians, and their contributions.
Interact	<i>I can</i> recommend sites to experience the work of authors, artists and musicians from my own and other cultures.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 1: Bonjour, tout le monde!	
Essential question: In what ways is learning another language beneficial?	

I can greet and say good bye to people	I can introduce myself	I can ask another person their name	I can introduce someone else
I can ask how someone is	I can express how I am	I can extend an invitation	I can accept an invitation
I can refuse an invitation	I can address people using formal or informal language	I can use French greetings	I can say the French alphabet
I can name where I want to go with friends	<i>I can compare the first day of school to francophone countries</i>	<i>I can recognize common French names</i>	<i>I can name francophone countries</i>
I can	I can	I can	I can

French 1-2, Unité 2: Les passe-temps

Essential question: What do activities and pastimes reveal about a 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:

- Ask what someone likes to do
- Say what I like / don't like to do
- Ask how much someone likes to do something
- Say how much I enjoy doing things
- State my preferences
- Ask what someone prefers
- Agree and disagree
- Ask for someone's phone number

Vocabulary in context to support the learning outcomes:

- Pastimes
- Olympic sports
- Weather
- Food
- Adverbs
- Likes and dislikes
- Indoor activities
- Sports
- Music
- Numbers: 0-20

Language structures to support the learning outcomes:

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

- Subject pronouns
- *Tu* vs. *vous*
- Infinitives
- Present tense of regular *-er* verbs
- Position of adverbs
- Gender of nouns and definite articles
- *Préférer*
- Negation with *ne...pas*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 2: Les passe-temps

Essential question: What do activities and pastimes reveal about a culture?

INVESTIGATE 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.

INTERACT 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, <i>I can</i> identify the significance of different sports in francophone countries, some athletes, the sport they play, and the teams they play for.
Interact	I can answer simple questions about who certain players are and which sports they play.

Investigate	In my own and other cultures I can identify some typical leisure activities such as music festivals and sporting events.
Interact	I can use appropriate vocabulary pertaining to likes and dislikes to discuss preferences for participation and watching events.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 2: Les passe-temps	
Essential question: What do activities and pastimes reveal about a culture?	

I can say what I like to do	I can say what I don't like to do	I can ask what someone likes to do	I can say how I do something well or poorly
I can identify masculine and feminine nouns	I can state my preferences	I can ask someone what he/she prefers	I can agree
I can disagree	I can ask for a phone number	I can say a phone number the French way	I can count from 0-20
I can list my five favorite sports or hobbies	<i>I can compare music from the US to various francophone countries</i>	<i>I can compare sports in the US to a francophone country</i>	I can
I can	I can	I can	I can

French 1-2, Unité 3: À l'école

Essential question: How does education shape individuals and societies?

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 I need
- Ask what someone else needs
- Ask / state what something costs
- Describe a class
- Ask for a description of someone
- Ask where someone is going
- Ask when someone is going somewhere
- Ask why someone cannot do something
- Establish a place and time to meet

Vocabulary in context to support the learning outcomes:

- Classroom objects
- Numbers 20-100
- Classroom subjects
- Adjectives
- Time expressions
- Places in school
- Places in the city

Language structures to support the learning outcomes:

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

- Indefinite articles
- Plurals of articles and nouns
- Present tense of *avoir*
- *Avoir besoin de*
- Telling time
- Present tense of *être*
- Agreement and position of regular adjectives
- Present tense of *aller*
- À + definite articles
- Forming questions with *est-ce que*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 3: À l'école

Essential question: How does education shape individuals and societies?

INVESTIGATE 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.

INTERACT 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 <i>I can</i> identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
Interact	<i>I can</i> answer simple questions about my class schedule and classroom.

Investigate	In my own and other cultures <i>I can</i> identify some common product names and show how and why they are globalized, such as food, places, and activities.
Interact	<i>I can</i> share information with peers about various foods, places, and activities which originate in francophone countries.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 3: À l'école	
Essential question: How does education shape individuals and societies?	

I can count from 20 - 100	I can tell what materials I have and need for my classes	I can ask what someone else needs	I can ask what something costs
I can state what something costs	I can describe where classroom objects are	I can describe my class	I can name school supplies and school furniture
I can ask for a description of someone	I can describe my teachers	I can tell time and understand the 24 hour clock	I can say places where I am going
I can ask where, when, why, and with whom questions	I can ask yes or no questions	I can say if I am good or bad at something	<i>I can compare US and French schools</i>
<i>I can talk about lunches in French schools</i>	I can	I can	I can

French 1-2, Unité 4: Le weekend ensemble

Essential question: What activities to friends in other countries do together?

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:

- Give a reason
- Set a time and a place to meet
- Suggest a different time
- Understand what a server will ask
- Order food
- Ask for the bill
- Make a prediction
- Respond to a prediction

Vocabulary in context to support the learning outcomes:

- Soccer
- Soccer clothes
- The metro
- Food and drink
- Numbers 100-1,000
- Movie genres
- Early, on time, late

Language structures to support the learning outcomes:

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

- *Aller* + infinitive
- Forming questions
- Present tense of *prendre*
- *Avoir* expressions: *avoir faim / soif*
- The interrogative adjective *quel*
- Present tense of *voir*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 4: Le weekend ensemble

Essential question: What activities to friends in other countries do together?

INVESTIGATE 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.

INTERACT 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 francophone cultures <i>I can</i> identify how people use their free time and why.
Interact	<i>I can</i> participate in an activity, such as dining, with peers by observing and imitating them.

Investigate	In my own and francophone cultures <i>I can</i> identify how people celebrate local and national holidays or festivals.
Interact	<i>I can</i> observe and imitate appropriate behaviors at a holiday or festival celebration.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 4: Le weekend ensemble	
Essential question: What activities to friends in other countries do together?	

I can explain why I or someone else do things	I can make plans	I can set a time and place to meet	I can suggest a different time
I can say what I am going to do in the near future	I can order food and drinks	I can ask for the bill in a restaurant	I can count from 100 - 1000
I can express hunger or thirst	I can make and respond to a prediction	I can say what I see in my surroundings	I can use different ways to ask questions
I can ask which movie a group is seeing or what activity a group is doing	<i>I can compare the sports on French TV with sports on US TV</i>	<i>I can compare US cinema to French cinema</i>	I can
I can	I can	I can	I can

French 1-2, Unité 5: Les gens que je connais

Essential question: What is the nature of relationships 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 for description
- Point out resemblances
- Ask someone's age
- Tell my age
- Tell what gift I am giving
- Plan a party with others
- Find out someone's profession
- Ask where someone comes from
- Tell where I come from

Vocabulary in context to support the learning outcomes:

- Family members
- Physical descriptions
- Numbers 1,000-1,000,000
- Months of the year
- Birthdays
- Descriptions of character
- French-speaking African countries and nationalities
- Professions

Language structures to support the learning outcomes:

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

- Possessive adjectives
- Indefinite articles in negative sentences
- Present tense of *-ir* verbs
- Dates
- Expressions with *avoir*: *J'ai...ans*
- Present tense of *offrir*
- *C'est* vs. *il / elle est*
- Present tense of *venir*
- *De* + definite articles

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 5: Les gens que je connais

Essential question: What is the nature of relationships in other cultures?

INVESTIGATE 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.

INTERACT 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 in francophone cultures <i>I can</i> identify authors who have made important contributions to society.
Interact	<i>I can</i> communicate information about famous francophone authors and their contributions using memorized language.

Investigate	In my own and francophone cultures <i>I can</i> identify how people celebrate birthdays and related holidays, such as saints' days.
Interact	<i>I can</i> observe and imitate appropriate behaviors at a social event.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 5: Les gens que je connais	
Essential question: What is the nature of relationships in other cultures?	

I can count 1000 – 1,00,000	I can ask what someone is like	I can point out physical resemblances	I can say identify my family members and their relationships
I can ask someone's age	I can tell my age and my birthdate	I can tell what gift I'm offering	I can plan a party with others
I can say what a person's profession is in different ways	I can say where I am from	I can ask what someone's profession is	I can talk about my profession
I can ask where someone is from	I can tell where I'm from	I can describe someone	<i>I can compare US holidays to francophone holidays</i>
<i>I can talk about the metric system</i>	I can	I can	I can

French 1-2, Unité 6: La rue commerçante

Essential question: How is shopping different in other countries?

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:

- What to ask a salesperson
- What the salesperson says
- Sequence my activities
- Make a purchase at the market
- Respond to questions from a vendor

Vocabulary in context to support the learning outcomes:

- Articles of clothing
- Colors
- Stores and grocery items
- Quantities
- Fruits and vegetables

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 *acheter*
- Present tense of *vouloir*
- Demonstrative adjectives
- Present tense of *-re* verbs
- Expressions of quantity
- The partitive article
- The partitive in negative sentences

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 6: La rue commerçante

Essential question: How is shopping different in other countries?

INVESTIGATE 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.

INTERACT 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, <i>I can</i> identify some traditional practices and tell how and why they are globalized, such as the way people dress.
Interact	<i>I can</i> select clothing that fits in with what others are wearing.

Investigate	In my own and other cultures I can identify shopping habits related to food and other purchases.
Interact	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in shopping situations.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 6: La rue commerçante	
Essential question: How is shopping different in other countries?	

I can shop for clothes	I can ask for information about colors	I can name different types of clothing	I can describe what someone is wearing
I can say what I want to buy	I can say which clothing item I want	I can say how much or how many of what I want to buy	I can name food items
I can name specialty stores for food	I can say what is for sale	I can say I want or don't want some thing or a whole thing	I can name fruits and vegetables
I can make a purchase at the market	<i>I can compare US shopping habits to francophone shopping habits</i>	<i>I can the French fashion industry</i>	I can
I can	I can	I can	I can

French 1-2, Unité 7: À la maison

Essential question: What makes a house a “home”?

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:

- Give a tour of a house or an apartment
- Ask where someone lives
- Agree and disagree
- Give directions in the kitchen
- Say that I don't understand
- Talk about computers

Vocabulary in context to support the learning outcomes:

- Stories in a building
- Rooms in a house
- Furniture in the kitchen and living room
- Meals
- Table setting
- Bedroom and bathroom
- Computers and other technology

Language structures to support the learning outcomes:

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

- Ordinal numbers
- Comparative of adjectives
- Present tense of *devoir*
- Present tense of *mettre*
- Present tense of *pouvoir*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 7: À la maison

Essential question: What makes a house a “home”?

INVESTIGATE 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.

INTERACT 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 in francophone cultures <i>I can</i> identify various types of living spaces and how people utilize them.
Interact	<i>I can</i> work with a peer and use math skills to compare the area of our living spaces.

Investigate	In my own and other cultures, I can identify some typical practices related to going to a museum.
Interact	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in formal settings.

Investigate	In my own and other cultures, I can identify the way youth utilize technology in their lives.
Interact	<i>I can</i> use technology appropriately in francophone cultures and imitate and respond to behaviors.

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 7: À la maison	
Essential question: What makes a house a “home”?	

I can name different parts of my house	I can name the furniture in each room of my house	I can ask where someone lives	I can give and understand instructions in the kitchen
I can name four meals	I can name table setting items	I can say how to set the table	I can say what I have to or must do
I can compare two things or people	I can name parts of the computer	I can say what I can or cannot buy with my money	I can give directions in the house
I can identify the different floors in a building	I can compare things and people	<i>I can compare US housing to francophone housing</i>	<i>I can I can compare the use of technology in the US and France for teenagers</i>
I can	I can	I can	I can

French 1-2, Unité 8: À Paris

Essential question: How do major world cities tell their stories?

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:

- Extend an invitation
- Accept or refuse an invitation
- Excuse oneself
- Describe actions that took place in the past
- Sequence past events
- Express actions that took place in the past

Vocabulary in context to support the learning outcomes:

- Weather
- Seasons
- Pets
- Places in the city
- Monuments in Paris
- Time expressions

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 *faire*
- Expressions with *avoir*: *avoir froid*, *avoir chaud*, *avoir envie de*
- *Passé composé* with *avoir*
- Irregular past participles
- Position of irregular adjectives
- *Passé composé* with *être*
- Position of adverbs in the *passé composé*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 8: À Paris

Essential question: How do major world cities tell their stories?

INVESTIGATE 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.

INTERACT 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 in francophone cultures, <i>I can</i> identify familiar landmarks and monuments and what they represent to people.
Interact	<i>I can</i> discuss the importance of francophone cities and monuments including famous people and traditions.

Investigate	In my own and other cultures, <i>I can</i> identify some customs and their significance to various francophone countries.
Interact	<i>I can</i> use rehearsed vocabulary to describe various customs and traditions that have been done in the past and their significance.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 8: À Paris	
Essential question: How do major world cities tell their stories?	

I can extend an invitation	I can accept an invitation	I can refuse an invitation	I can talk about the weather
I can name familiar pets	I can say I can do different activities	I can say if I'm hot or cold	I can say things I did or someone else did in the past
I can name places in town	I can excuse myself	I can talk about past events	I can describe the beauty, age, goodness, and size of things or people
I can identify the order of things in the past	<i>I can name famous Parisian sites and monuments</i>	<i>I can navigate Paris using the metro</i>	I can
I can	I can	I can	I can

French 1-2, Unité 9: En forme

Essential question: How do people stay healthy and maintain a healthy environment?

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 it is necessary to do, or not to do, something
- Ask for advice
- Give advice
- Persuade someone
- Respond to persuasion

Vocabulary in context to support the learning outcomes:

- Parts of the body
- Parts of the face
- Illnesses and other health expressions
- Environmental problems
- Environmental solutions
- Endangered species

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 *falloir*
- The imperative
- Verbs + infinitives
- *De* + plural adjectives

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

French 1-2, Unité 9: En forme

Essential question: How do people stay healthy and maintain a healthy environment?

INVESTIGATE 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.

INTERACT 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, <i>I can</i> identify various aspects and/or challenges of healthy living.
Interact	<i>I can</i> communicate how taking care of oneself is practiced in my culture.

Investigate	In my own and in other cultures <i>I can</i> identify how people seek and interact with medical systems.
Interact	<i>I can</i> use rehearsed vocabulary to identify and communicate within medical systems.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 1-2, Unité 9: En forme	
Essential question: How do people stay healthy and maintain a healthy environment?	

I can name body parts	I can say it is necessary to do something or not do something	I can give commands	I can express what is wrong
I can give advice	I can ask for advice	I can name environmental issues	I can name ways to preserve the environment
I can say how I feel	I can ask what is wrong (health)	I can I can say what is wrong (health)	I can understand major health issues in francophone countries
I can understand French ecology	I can compare environmental movements in the US and francophone countries	I can compare US healthcare to francophone healthcare	I can
I can	I can	I can	I can