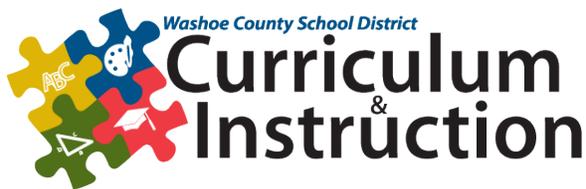


Passports to Proficiency French 5-6H



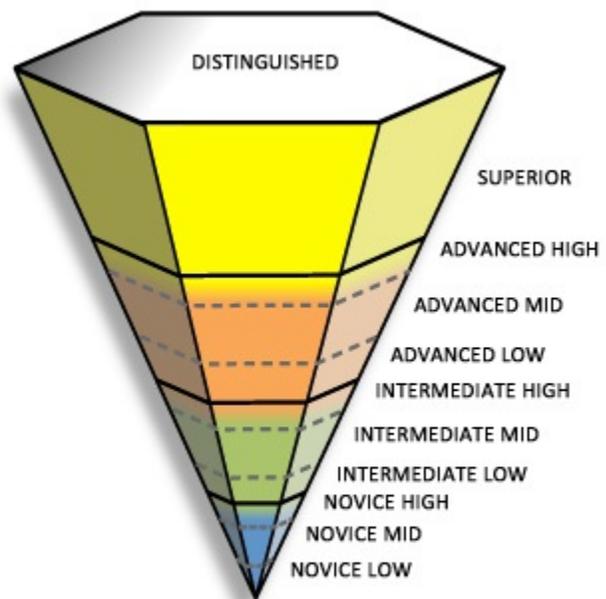
Washoe County School District World Languages: French 5-6 (Honors)

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

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	<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"> • Hold a simple conversation on a number of everyday topics • Use the language to meet basic needs in familiar situations • Ask and answer questions on factual information that is familiar
	<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 the basic purpose of a message and messages related to basic needs • Understand questions and simple statements on everyday topics when part of a conversation • Identify some simple information on forms • Identify some information from news media
	<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"> • Talk and write about people, activities, and experiences • Talk and write about needs and wants • Exchange information about plans • Present songs, short skits, or dramatic readings • Talk and write about topics of interest • Give basic instructions • Prepare materials for a presentation

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"> • Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations • Compare daily practices of people in the target culture(s) with those of the learner • Interpret and explain the cultural relevance or historical context of 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"> • Analyze and assess factors that impact cultural products
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"> • Discuss how geographic locations affect practices, perspectives, and products • Analyze and evaluate aspects of authentic texts with some details • Analyze historic contributions of the target culture
	<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"> • Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)

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 the equivalent meanings of idiomatic expressions and other linguistic concepts • Employ 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"> • Analyze cultural differences in traditions, celebrations, and customs • Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community
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 language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	<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

Intermediate-Mid

Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

		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"> • Start, maintain, and end a conversation on a variety of familiar topics • Talk about daily activities and personal preferences • Use language to handle tasks related to personal needs • Exchange information about topics of personal interest to the learners
	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 basic information in ads and recordings • Understand messages related to everyday life • Understand simple written exchanges between other people
	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 about personal and social experiences • Present and write about something learned or researched • Present and write about common interests and issues and • Take a critical stance on a topic of interest • Write messages, announcements, and communications for distribution

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"> Analyze social interactions typical of the culture(s) studied Analyze behavior patterns in the target culture(s) Connect and relate the cultural relevance and historical context of traditions and celebrations to current events
	<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"> Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture
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"> Discuss how geographic locations affect practices, perspectives, and products Analyze and evaluate aspects of authentic texts with some details Analyze historic contributions and controversies
	<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"> Recognize authentic resources Interact with authentic resources Analyze, examine, and evaluate cultural products Interpret perspectives unique to the target culture(s)
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 the equivalent meaning of idiomatic expressions and other linguistic concepts Employ 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"> Analyze cultural differences in traditions, celebrations, and customs Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner's community

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 language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	<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 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
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	
	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.

	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 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?	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 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.

	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 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 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 impede communication	
	Presentation is organized with few sequencing and transition words	

Notes:

Presentational 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 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?	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 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 5-6H, Unité 1: Les moments de la vie

Essential question: Comment change-t-on de l'enfance à l'âge adulte?

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 where I met someone
- Advise someone
- Tell someone not to worry
- Describe how someone seems
- Explain how something happened
- Say what I discovered
- Ask for a suggestion
- Say I don't care
- Say where I'd like to work

Vocabulary in context to support the learning outcomes:

- Human emotions
- Teen destinations
- Different types of families
- Childhood games and activities
- Weddings
- Workplace

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
- Present tense of irregular verbs
- *Depuis* + present tense
- Verb *courir*
- *Passé composé* with *avoir*
- *Passé composé* with *être*
- Imperfect tense
- Imperfect and *passé composé*
- Condition tense / conditional tense with *si*
- Future tense

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 1: Les moments de la vie

Essential question: Comment change-t-on de l'enfance à l'âge adulte?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, <i>I can</i> reflect upon how a country affects the activities of its people.
Interact	<i>I can</i> write a personal narrative describing how weather, geography etc. influence the types of activities an adolescent does in another country.

Investigate	In my own and other cultures, <i>I can</i> compare different types of family dynamics and attitudes towards important milestones (rites of passage).
Interact	<i>I can</i> work with a peer to re-enact a family discussion involving differing attitudes towards a rite of passage.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 1: Les moments de la vie	
Essential question: Comment change-t-on de l'enfance à l'âge adulte?	

I can say where I met someone	I can advise someone	I can tell someone not to worry	I can describe how someone looks
I can name different types of families	I can describe childhood activities	I can explain how something happened	I can say what I discovered
I can ask for suggestions	I can name vocabulary to marriage and work	I can say I don't care	I can compare universities between francophone countries and the US
I can compare French family values and US family values	I can...	I can...	I can...
I can...	I can...	I can...	I can...

French 5-6H, Unité 2: Les rapports personnels

Essential question: Qu'y a-t-il d'universel dans les rapports entre les gens?

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:

- Talk on the phone
- Invite someone
- Respond affirmatively to an invitation
- Say that a proposal works for me
- Ask for help
- Respond to a request for help
- Express that I can't stop myself from doing something
- Say someone is right
- Ask about dinner table topics

Vocabulary in context to support the learning outcomes:

- Christmas eve dinner
- Descriptions of shapes, sizes, material, and usage
- Kitchen utensils
- Dinner table topics of conversation

Language structures to support the learning outcomes:

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

- Interrogative pronouns
- Direct object pronouns
- Indirect object pronouns
- *C'es vs. il / ell est*
- Relative pronouns *qui, que*
- Relative pronouns *ce qui, ce que*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 2: Les rapports personnels

Essential question: Qu'y a-t-il d'universel dans les rapports entre les gens?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	In my own and other cultures, I can compare foods with the country or region from which they originate and explain why they are important.
Interact	I can create and present a cooking show explaining a recipe from a francophone country and identify its cultural relevance.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 2: Les rapports personnels	
Essential question: Qu'y a-t-il d'universel dans les rapports entre les gens?	

I can describe typical French Christmas menu	I can invite someone	I can accept or refuse an invitation	I can name geometric forms and shapes
I can name materials	I can name kitchen utensils and state their function	I can ask for help	I can accept or refuse a request for help
I can ask someone to pass me something	I can express myself on different topics in a conversation	I can say that someone is right and wrong	I can state an opinion about a topic at the dinner table
I can compare French and US cuisine	I can...	I can...	I can...
I can...	I can...	I can...	I can...

French 5-6H, Unité 3: La Francophonie

Essential question: Comment les communautés francophones conservent-elles leurs traditions?

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 where my ancestors came from
- Say where my ancestors settled
- Start a fairy tale
- Respond to an introduction
- Say where I grew up
- Give a compliment

Vocabulary in context to support the learning outcomes:

- Extended family members
- States in the United States
- Types of stories
- Words from a North African children's story
- Types of housing

Language structures to support the learning outcomes:

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

- Pronouns *y, en*
- Double object pronouns
- Pronominal verbs
- Comparatives of adverbs
- Superlatives of adverbs

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 3: La Francophonie

Essential question: Comment les communautés francophones conservent-elles leurs traditions?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, I can analyze how immigration affects countries and cultures.
Interact	I can hypothesize the reasons why immigrants have moved to certain areas.

Investigate	In my own and other cultures, I can compare traditions that are specific to different countries and/or regions.
Interact	I can investigate how other cultures have influenced my own culture and report to my peers.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 3: La Francophonie	
Essential question: Comment les communautés francophones conservent-elles leurs traditions?	

I can name ancestors, their origins, and where they settled	I can name some francophone fairytales	I can say my daily routine	I can name different types homes
I can describe different types of home improvement or small projects	I can discuss the goals and services of L'Alliance Française	I can compare government subsidies in francophone countries to the US	I can discuss immigration to Quebec and Quebec immigration to New England
I can discuss immigration to France from African francophone countries	I can give negative or positive commands	I can introduce myself	I can say where I grew up
I can give a compliment	I can...	I can...	I can...
I can...	I can...	I can...	I can...

French 5-6H, Unité 4: Préparatifs de départ

Essential question: Qu'est-ce qu'on doit connaître de sa destination pour réussir son voyage?

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's opinion
- React positively to someone's opinion
- React negatively to someone's opinion
- Say what I must do
- Tell someone they will have an opportunity
- Say I was expecting something
- Say I'm doing something different (from other people)
- Tell someone how to avoid getting hurt

Vocabulary in context to support the learning outcomes:

- Sports and activities to do on vacation
- At the ski resort
- Ski clothing and equipment
- Other winter sports
- Travel planning expressions

Language structures to support the learning outcomes:

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

- Present participle
- Negation
- Other negative expressions
- *Savoir vs. connaître*
- Subjunctive of regular verbs after *il faut que*
- Subjunctive of irregular verbs
- Subjunctive after impersonal expressions

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 4: Préparatifs de départ

Essential question: Qu'est-ce qu'on doit connaître de sa destination pour réussir son voyage?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	In my own and other cultures, I can compare how the various options for travel are determined by geography, economics, and ecology.
Interact	I can choose an appropriate means of transportation based on my location, needs, and local options.

Investigate	In my own and other cultures, I can compare the impact of humanitarian travel to and from the country.
Interact	I can investigate and discuss the impact humanitarian travel has on receiving cultures.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 4: Préparatifs de départ	
Essential question: Qu'est-ce qu'on doit connaître de sa destination pour réussir son voyage?	

I can name outdoor activities	I can ask someone's opinion	I can react negatively or positively to someone's opinion	I can say what I do while doing something else
I can say I can't do something, I've never done something, I no longer do something	I can name items related to skiing and ski resorts	I can say what I must do	I can tell someone about an opportunity to do something
I can say that I was expecting something	I can say I know someone, something, and some place	I can say I know factual information and how to do something	I can name winter sports
I can name things to do to prepare for a trip	I can tell someone it's important not to hurt themselves	I can say I'm doing something different from others	I can discuss ski resorts in France and other francophone countries
I can...	I can...	I can...	I can...

French 5-6H, Unité 5: Comment se renseigner en voyage

Essential question: De quelles compétences ai-je besoin en voyageant?

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 information
- Ask about restaurant specialties
- Ask what a dish is served with
- Say what I'm not in the mood for
- Report a review of a film
- Ask someone's reaction (to a piece of art)
- Express disagreement

Vocabulary in context to support the learning outcomes:

- At the hotel
- Hotel amenities
- Food in Bourgogne: meats, dishes, sauces
- Movie expressions

Language structures to support the learning outcomes:

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

- Subjunctive after expressions of wish, will, desire
- Subjunctive after expressions of emotion
- Subjunctive after expressions of doubt or uncertainty
- Interrogative adjective *quel*
- Interrogative pronoun *lequel (duquel, auquel)*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 5: Comment se renseigner en voyage

Essential question: De quelles compétences ai-je besoin en voyageant?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	I can research a francophone country and elaborate on different aspects of art, food, culture, and history, and how the country uses them to solicit tourism.
Interact	I can create a travel vlog depicting the necessities while preparing for and participating in a trip to a francophone country.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 5: Comment se renseigner en voyage	
Essential question: De quelles compétences ai-je besoin en voyageant?	

I can name vocabulary related to hotels	I can ask for information	I can express wish, will, or desire about someone or something else	I can recognize a French menu
I can ask about restaurant specialties	I can ask what the dish is served with	I can express my emotions	I can express doubt or uncertainty about someone or something else
I can name vocabulary related to movies/cinema	I can say that I am not the mood for...	I can say that I agree with someone else's opinion	I can ask someone's opinion
I can express disagreement	I can compare hotels between francophone countries and the US	I can compare the French film industry to the US film industry	I can tell and ask for which items are wanted
I can...	I can...	I can...	I can...

French 5-6H, Unité 6: On se débrouille en France

Essential question: Comment s'intégrer à une autre 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:

- Open a bank account
- Get a credit card
- Make a promise
- Ask what a book is about
- Say I can't decide
- Say what I need
- Specify items

Vocabulary in context to support the learning outcomes:

- Banking terms
- University departments
- Things to read
- At the post office

Language structures to support the learning outcomes:

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

- Future tense in sentences with *si*
- Future tense after *quand*
- Verb + *de* + noun
- Relative pronoun *dont*
- Demonstrative adjectives
- Demonstrative pronouns

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 6: On se débrouille en France

Essential question: Comment s'intégrer à une autre culture?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	I can investigate how to open a bank account in a francophone country while studying abroad.
Interact	I can work with a peer to re-create a conversation with a banker and an exchange student.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 6: On se débrouille en France	
Essential question: Comment s'intégrer à une autre culture?	

I can open an account and get a debit card	I can name majors at a university	I can make a promise	I can identify activities at a bank
I can tell what will happen if something else happens	I can tell what will happen when something else happens in the future	I can name different genres of books	I can ask what a book is about
I can say that I can't decide	I can express myself in different ways	I can say the items of which I have need and to whom they belong	I can name vocabulary related to the post office
I can say what I need	I can specify items	I can say I want this item as opposed to that item	I can compare currency from francophone countries and the US
I can...	I can...	I can...	I can...

French 5-6H, Unité 7: Les arts francophones

Essential question: Comment l'art est-il un reflet de la 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:

- Say when a painting was painted
- Describe an artist's approach
- Describe colors in a painting
- Describe an artist's development
- Say that an artist was successful
- Describe an artist's ability to connect with his or her audience
- Describe how an artist raises themes
- Describe how a work of art takes a position
- Describe what an artist worked on
- Attribute new inventions
- Describe how an artist fits into a culture

Vocabulary in context to support the learning outcomes:

- Art descriptions
- Art movements
- Music
- Literature

Language structures to support the learning outcomes:

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

- Agreement and position of adjectives
- Comparative of adjectives
- Superlative of adjectives
- The irregular verb *plaire*
- *Pour* + infinitive
- Subjunctive after *pour que*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 7: Les arts francophones

Essential question: Comment l'art est-il un reflet de la culture?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	I can research how a francophone musical or visual artist uses artistic expression to connect with the audience.
Interact	I can create a digital presentation about how a francophone artist uses artistic expression to connect with the audience.

Investigate	I can investigate how francophone musicians of different eras and/or genres are similar and different from musicians in my culture.
Interact	I can work with a peer to showcase and present our findings to an audience.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 7: Les arts francophones	
Essential question: Comment l'art est-il un reflet de la culture?	

I can say when a painting was painted	I can describe an artist's approach	I can discuss and describe artistic movements	I can describe art
I can compare art	I can say that a person or thing has the most of a certain quality compared to all others	I can describe different types of music	I can describe the development of an artist
I can describe an artist's success	I can describe an artist's ability to connect with his or her audience	I can say what pleases or displeases me	I can discuss literature
I can describe how an artist/author fits into a culture	I can describe the focus of an author's work	I can describe the theme or message of a work of art	I can say what I need to do in order to do other things
I can compare francophone arts and artists to American art and artist	I can...	I can...	I can...

French 5-6H, Unité 8: La France d'hier et aujourd'hui

Essential question: Comment le passé influence-t-il le présent?

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:

- Express what someone was obligated to do
- Find out what others made someone do
- Indicate quantity
- Say I did something in vain
- Express that someone has a right
- Express that someone can afford something
- Say I want to discuss something later

Vocabulary in context to support the learning outcomes:

- French revolution
- Applying and interviewing for a job
- Health care terms
- Debate terms

Language structures to support the learning outcomes:

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

- Expressions with *faire*
- *Faire* + infinitive
- Expressions with *avoir*
- Past infinitive
- Expressions with *être*
- Pluperfect tense

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 8: La France d'hier et aujourd'hui

Essential question: Comment le passé influence-t-il le présent?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	I can investigate a francophone historical event or person and understand the historical impact on the culture of the country.
Interact	I can recognize and present about the impact that the historical event or person had on the francophone culture and compare and contrast with a person or event in my country.

Investigate	I can investigate the differences and similarities of government services in a francophone country.
Interact	I can present to an audience about the similarities and differences between the government services in a francophone country with those in my country.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 8: La France d'hier et aujourd'hui	
Essential question: Comment le passé influence-t-il le présent?	

I can discuss causes and effects of the French Revolution	I can express what I'm made to do or not do	I can express obligation	I can identify the steps to get a job
I can say I did something in vain	I can say my age, physical ailments, being hot/cold/hungry/thirsty, or afraid	I can say what I will do after having done something	I can talk about healthcare and health services
I can say the day, the date, and that I am busy doing something	I can say what had happened in the past before another past action	I can compare citizens' rights between France and the US	I can...
I can...	I can...	I can...	I can...
I can...	I can...	I can...	I can...

French 5-6H, Unité 9: Récits de la vie contemporaine

Essential question: Quels sont les défis de la vie contemporaine?

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

Objectives:

- Express how someone looked
- Express what I was incapable of doing
- Ask if someone noticed something
- Say I realized something
- Ask when someone got the idea to do something
- Say I did not expect something

Vocabulary in context:

- Emotions
- Physical description: hair, age, ethnicity, clothing
- Reactions

Grammar as a concept and used in context:

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

- Past conditional tense
- Past conditional tense with *si*
- Possessive adjectives
- Possessive pronouns
- Indefinite adjectives
- Indefinite pronouns

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

French 5-6H, Unité 9: Récits de la vie contemporaine

Essential question: Quels sont les défis de la vie contemporaine?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	In my own and other cultures, I can compare how traditions have changed over time.
Interact	I can create a digital presentation to explain to my peers how one common tradition in a francophone country has changed over time and examine the influences that may have caused the change and compare it to my own traditions.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
French 5-6H, Unité 9: Récits de la vie contemporaine	
Essential question: Quels sont les défis de la vie contemporaine?	

I can express how someone looks	I can express what I was incapable of doing	I can express how I feel about a problem	I can express how to avoid a problem
I can tell what would have happened if certain conditions had been met	I can tell what would have happened if something else had already happened	I can describe a person physically	I can ask if someone noticed something
I can say that I realized something or didn't realize something	I can express ownership or relationship to something or someone	I can ask someone who has an idea to do something	I can say I didn't expect something
I can describe things in a non-specific sense	I can compare the French educational system including Le Bac and the US educational system	I can discuss the French police and crime	I can discuss teens and their social media use in the francophone countries and the US
I can...	I can...	I can...	I can...

