

NORTH
SMITHFIELD
AND
BURRILLVILLE
SCHOOL
DEPARTMENTS

WORLD LANGUAGE CURRICULUM

FRENCH I

Curriculum Writers:
Moira Cameron (Burrillville) Lisa Cardin (North Smithfield)

FRENCH I CURRICULUM Grades 7-9 (North Smithfield and Burrillville School Districts)

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T North Smithfield and Burrillville World Language Curriculum for Spanish and French was completed in January 2015 by a team of teachers. The team, identified as the World Language Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *NEW National Standards for Learning Languages*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- Webb's Depth of Knowledge

Mission Statement

Our mission is to provide the opportunity for all students to engage in a comprehensive and rigorous World Language curriculum which prepares students linguistically and culturally to communicate in a global society.

The World Language Curriculum identifies what all students should know and be able to do in Spanish and French. Each grade or course includes *NEW National Standards for Learning Languages* and the *Common Core State Standards for English Language Arts*, research-based instructional strategies, resources, map (or suggested timeline), unit chart, rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of World Languages from *NEW National Standards for Learning Languages* that includes:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

STANDARDS FOR WORLD LANGUAGES

- Define what students should know and be able to do in Spanish and French.

RESEARCH-BASED INSTRUCTIONAL

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employ strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- **Differentiate instruction** by varying the content, process, and product and implementing
- Analyze **formative assessment** to direct instruction.
- Provide **sample indicators and rubrics**.
- Address **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Provide opportunities for **higher level thinking**:
 - **Bloom's Taxonomy**, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc.
 - **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Model the use of **graphic organizers**:
 - Categorize/classify organizers (categories, tree)
 - Compare/contrast organizers (Venn diagrams, comparison charts)

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- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map) (NS)
- Relational organizers (fish bone, pie chart) (NS)
- Sequence organizers (chains, cycle) (NS)
- Employ **World Language best practices** e.g.,
 - facilitating paired dialogues
 - modeling accurate language
 - providing authentic models
 - critiquing & correcting
 - creating opportunities for peer and self-assessment
 - facilitating an environment conducive to risk taking
 - engendering curiosity
 - providing opportunities for simple dictation
 - providing opportunities for choral repetition
 - modeling the alphabet and accurate sound system
 - providing appropriate materials
 - modeling appropriate translation techniques

COMMON and SUGGESTED ASSESSMENTS

The World Languages Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance- based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Mid-term exam (HS)
 - Final exam (HS)
 - Common Task (HS)
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:

<ul style="list-style-type: none"> ● Anecdotal records ● Conferencing ● Constructed responses ● Exhibits ● Interviews ● Graphic organizers ● Journals 	<ul style="list-style-type: none"> ● Modeling ● Multiple Intelligences assessments, e.g. ● Role playing - bodily kinesthetic ● Graphic organizing - visual ● Collaboration - interpersonal ● Research 	<ul style="list-style-type: none"> ● Oral presentations ● Problem/Performance based/common tasks ● RAISE ● Rubrics/checklists ● Tests and quizzes 	<ul style="list-style-type: none"> ● Technology ● Think-alouds ● Writing genres <ul style="list-style-type: none"> ○ Argument ○ Informative ○ Narrative
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RESOURCES

Textbook

- *Bon Voyage* French 1, Glencoe

Supplementary Books, Teacher (T) Student (S)

- Periodicals *Le Monde* – French newspaper
- Children’s books in target language
- *Pauvre Anne, Le Monde* and other target language novels written for beginner learners
- Amsco workbooks “Exploring French workbooks
- Art and history books
- Writing activities book

Technology

- Computers/laptops
- LCD projectors
- Interactive boards
- Tablet language apps
- Headphones with microphones
- I-phone, i-pad apps

Web sites

- www.pandora.com target language station (and other Internet
- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf> (instructional strategies)
- www.wordreference.com (on-line dictionary)
- www.conjuguemos.com
- www.studyfrench.com

Audio/video

- Ancillary textbook materials: CD programs, DVD program, “Video Marathon” review game
- Music CD’s and digital files of popular music radio stations
- You Tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists

Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.1 Interpersonal Communication</p>		<p>Learners</p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Essential Knowledge and Skills</p> <p>1.1.1 Use accurate pronunciation using elision and liaison</p> <p>1.1.2 Employ formal/informal greetings and introductions.</p> <p>1.1.3 Construct questions and answers involving the core vocabulary and related ideas:</p> <ul style="list-style-type: none"> • adjectives of nationalities and languages • adverbs of time • agreeing/disagreeing/opinions • basic transportation (NS) • classroom objects and furniture • clothing/shopping/stores • colors • countries bordering France • days, months, dates, calendar, etc. • family • geography/countries/nationalities • greetings/introductions • house/home/rooms • idiomatic expressions with faire • interrogatives (forming and asking questions) • likes/dislikes • meals/food/beverages • numbers • objects in the home/room (NS) • objects, classroom, school subjects • personal/physical characteristics (adjectives and nouns) • pets • prepositions • professions • school subjects • seasons • sports/leisure activities • time/telling time • travel (can include airport and/or train stations) • town and public places (NS) • weather <p>1.1.4 Demonstrate mastery of the structures of basic sentences, paragraphs in spoken language in order to sustain a conversation in French.</p> <p>1.1.5 Follows basic directions, commands and instructions in</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>French related to daily classroom activities.</p> <p>1.1.6 Exchange information in the target language.</p> <p>1.1.7 Engage in French role-playing situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.</p> <p>1.1.8 Share opinions, preferences, and feelings in French with classmates.</p> <p>1.1.9 Present information on a variety of simple topics.</p> <p>1.1.10 Communicate effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 Prepare and present short announcements in French, such as the current date, time, and weather information.</p> <p>1.1.12 Prepare and present brief reports in French about personal experiences, school happenings, and current events.</p> <p>1.1.13 Prepare, illustrate, record (NS) and presents materials in French such as advertisements, posters, menus, and fashion shows.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a) <p>Common Core State Standards – Math</p> <ul style="list-style-type: none"> • Apply numbers to a variety of situations, e.g. currency (NS) time, conversions (NS), etc. (2.MD.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Use French with culturally appropriate gestures in everyday social situations, such as greeting, leave-taking or introductions. • Follow instructions in French related to daily classroom activities. • Begin to engage in French role-play situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food. • Begin to share opinions, preferences, and feelings in French with their classmates. • Begin to exchange information in French via notes, letters or <p style="text-align: right;">Websites</p>			

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		e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life.			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.2 Interpretive Communication</p>		<p>Learners</p> <p>1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Essential Knowledge and Skills</p> <p>1.2.1 Recognize alphabet, basic sound/letter relationships (i.e., consonants, vowels, blends, and accent marks).</p> <p>1.2.2 Distinguishes number and gender of nouns, adjectives, and articles.</p> <p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.4 Recognize and use</p> <ul style="list-style-type: none"> • subject/verb agreement • adverbs • infinitives • irregular verbs (être, avoir, aller, faire) • prepositions • present tense of –er, -ir, -re verbs • stem changing verbs • subject pronouns • possessives (with “de,” and possessive adjectives • punctuation • capitalization • il y a vs. il est, voilà, voici • articles, definite, indefinite, (partitive in listening and reading only), contractions • plural formation (regular plural of nouns) • demonstrative adjectives, ce, cette, cet, ces <p>1.2.5 Begin to recognize passé compose of er verbs (NS)</p> <p>1.2.6 Begin to recognize reflexive verbs in present tense (NS)</p> <p>1.2.7 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.8 Understand and follows oral and written directions in French related to daily classroom activities.</p> <p>1.2.9 Understand basic spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences .</p> <p>1.2.10 Demonstrate comprehension of information from simple and accessible French-language materials, such as television programs, youth magazines, the Internet, and videos</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • agreement • analyze • cognates • heard • interpret • linguistic input • number/gender agreement • partitive • read view • understand 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>1.2.11 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.12 Quantify items by use of the partitive and expressions of quantity.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5) • Use knowledge of target language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) • Demonstrate command of the conventions of target language grammar and usage when writing or speaking. • Use parallel structure.* <ul style="list-style-type: none"> ○ Use various types of phrases (noun, verb, adjectival, adverbial, participial, ○ prepositional, absolute) and clauses (independent, dependent; noun, ○ relative, adverbial) to convey specific meanings and add variety and interest ○ to writing or presentations. L.9-10.1-1 (NS) • Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ○ Use a colon to introduce a list or quotation. ○ Spell correctly. L.9-10.1-2 (NS) • Apply knowledge of English with target language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. L.9-10.1-3 (NS) 			

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		<p style="text-align: right;"><u>Websites</u></p> <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Understand and follow oral and written directions in French related to daily classroom activities. • Understand spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences. • Understand and identify main ideas and principal characters in brief reading selections from francophone cultures. • Understand information from simple and accessible French-language realia. 			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.3 Presentational Communication</p>		<p>Learners</p> <p>1.3 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> <p><u>Essential Knowledge and skills</u></p> <p>1.3.1 Employ reading/writing strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.3.2 Read/write/communicate for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <p>1.3.3 Follow written instructions in French when applicable.</p> <p>1.3.4 Read/write a variety of narrative and informational texts.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series.* ○ Use a comma to separate an introductory element from the rest of the sentence. ○ Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). ○ Use underlining, quotation marks, or italics to indicate titles of works. ○ Spell grade-appropriate words correctly, consulting <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • cognate • context • explain • inform • linguistic output • narrate • persuade • present information • syntax 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>references as needed. L.5.2</p> <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Prepare and present short announcements in French, such as the current date, time, and weather information. Prepare and present brief reports in French about personal experiences, school happenings, and current events. Prepare, illustrate, and present materials in French, such as advertisements, posters, and menus. <p style="text-align: right;">Websites</p>			
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.1 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.1.1 Identify the location of the French speaking countries of the world</p> <p>2.1.2 Compare customs of greetings and introductions.</p> <p>2.1.3 Identify the similarities and differences between school life in their own region and in one or more francophone regions.</p> <p>2.1.4 Explore the unique social customs and traditions of the francophone culture.</p> <p>2.1.5 Observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges, e.g. handshake and greeting kiss.</p> <p>2.1.6 Discuss generalizations that Americans may make about the people and customs of francophone cultures.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> conversational exchanges customs nonverbal greetings practices perspectives relationship traditions verbal greetings 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series.* ○ Use a comma to separate an introductory element from the rest of the sentence. ○ Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). ○ Use underlining, quotation marks, or italics to indicate titles of works. ○ Spell grade-appropriate words correctly, consulting references as needed.L.5.2 • Use knowledge of target language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges. • Learn about and participate in activities enjoyed by young French-speaking people, such as games, sports, music, dance, drama, and celebrations (NS). • Identify the similarities and differences between school life in their own region and in one or more francophone regions. • Recognize and develop an awareness of the diversity of social customs in the French-speaking world; topics may include family life, folklore, and typical holidays, such as Christmas, New Year's or Ramadan. • Discuss generalizations that Americans may make about the people and customs of francophone cultures, such as "All French people wear berets," "French-Canadians all play hockey," "and "Africans all dress in colorful native robes." <p style="text-align: right;">Websites</p>			
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.2 Relating Cultural Practices to</p>		<p>Learners</p> <p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.2.1 Explore the products and perspectives that define the Francophone cultures (including art museums,</p> <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> • artistic contributions • Francophone 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED</p>

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
Perspectives		<p>monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches French-language material such as television programs that are popular with young people in various parts of the world (NS).</p> <p>2.2.3 Learn about and recognizes artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5) • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.4 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.5 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Identify and learn about products reflecting the lifestyle of people in various francophone communities, such as household items, clothing, and foods. • Listen to music and watch French-language films or television programs that are popular with young people in various parts of the world. (NS) • Learn about and recognize artistic contributions from 	<ul style="list-style-type: none"> • lifestyle • products • perspectives • Realia 	<ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		<p>COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.			
<p>3. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 Making Connections</p>		<p>Students</p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>Essential Knowledge and skills</u> <u>Academic vocabulary</u></p> <p>3.1.1 Recognize and use appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> • 24-hour clock • currency • decimal usage • metric system • temperature (NS) • mathematical functions (plus, minus, multiply, divide) (NS) • as used in the francophone world. <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> • nouns • verbs • adverbs • subjects • adjectives • pronouns • interrogatives • prepositions <p>3.1.3 Strengthen oral presentational skills in target language and English through</p> <ul style="list-style-type: none"> • presentations • dialogues • role playing • communication activities, etc. <p>3.1.4 Use technology skills such as: Internet research</p> <ul style="list-style-type: none"> • Word processing software (insertion of special characters and diacritical marks) • Presentation software • Internet search/research • Electronic translation tools (on-line dictionary vs. web translator) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Web pages to demonstrate understanding of the target language. <p>3.1.5 Identify and use in the target language previously acquired concepts from other subject areas such as:</p> <ul style="list-style-type: none"> history, e.g. French Revolution arts, e.g. music, artists and their work geography of France <p>Common Core State Standards</p> <ul style="list-style-type: none"> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Discuss topics from other school subjects in French, such as geographical information, math facts and measurements (conversions to and from the metric system), weather and other scientific phenomena, and historical facts and highlights. Understand simple articles or video segments in French on topics from other school subjects, such as social studies (French exploration, World War II), fine arts (Monet, Debussy, Le Corbusier, and African masks), and science (Madame Curie). (NS) Present reports in French, either orally and/or in writing, on topics being studied in other classes. Expand their information in other subject areas, such as geography, by studying the geographical features of France and other francophone countries. <p style="text-align: right;">Websites</p>			
<p>3. CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <p>3.2 Acquiring Information and Diverse Perspectives</p>		<p>Learners</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>Essential Knowledge and skills</p> <p>3.2.1 Employ a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking) and analyzes sources, reliability, validity, appropriateness, completeness</p> <p>3.2.2 Use appropriate reading strategies e.g. summarizing, Think- Pair-Share, read-aloud, guessing meaning from context and <i>Instructional Strategies That Work</i>.</p> <p>3.2.3 Compare/contrast his/her culture and lifestyle to others' to assess his/her own world view.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language (tu vs. vous).</p> <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>3.2.5 Explore contemporary issues through various lectures.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 6.1 (target language) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI 6.2 (target language) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Read, listen to, and talk about French-language folk tales, short stories, and poems that have been written for young people. Visit a local museum or consult art books to see how artists from francophone areas portray their country and fellow citizens, for example, Haitian landscapes, masks from the Ivory Coast, portraits by Gauguin, and scenes by Watteau. (NS) Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest, such as the <i>Tour de France</i>, a cycling competition. Interview French speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities. (NS) <p style="text-align: right;">Websites</p>	<ul style="list-style-type: none"> providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.1 Language Comparisons:</p>		<p>Learners</p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Essential Knowledge</p> <p>4.1.1 Compare grammatical structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 Compare and contrast the idiomatic expressions such as those using “to be” (être) and “to have” (avoir) in ways that differ from English, e.g. I am 14 years vs. I have 14 years.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>4.1.5 Compare the construction of negatives between French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identify differences in pronunciation systems.</p> <p>4.1.8 Predict/explain the meaning of English words based on Latin roots learned from studying French, e.g. pensive from “penser” to think .</p> <p>4.1.9 Recognize and uses tu vs. vous (plural)</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ○ Analyze nuances in the meaning of words with similar denotations (L.9-10.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the use of <i>tu</i> and <i>vous</i> (you) in conversations with children vs. conversations with adults. • Recognize the existence of grammatical gender in French, and their spoken and written language reflects that awareness, such as <i>Il est français. Elle est française</i> (He/she is French). • Recognize cognates in French as well as idiomatic expressions that may or may not have exact English equivalents, such as <i>regarder</i> vs. look at, watch, regard. • Discover that English and French have their own critical sound distinctions that must be mastered to communicate meaning, such as <i>ship</i> vs. <i>sheep</i>; <i>rue</i> vs. <i>roue</i>, and that these are not the same in both languages. • Recognize differences in word order between French and English, for example <i>une maison rouge</i> vs. a red house. <p style="text-align: right;">Websites</p>	<ul style="list-style-type: none"> • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.2 Cultural Comparisons</p>		<p>Learners</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Essential Knowledge and skills</p> <p>4.2.1 Discuss and analyze the differences and similarities between the U.S. and francophone cultures.</p> <ul style="list-style-type: none"> • Vous vs. tu (formality) <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON</p>

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Proper greetings • Eating customs in France vs. U.S. • Identifies different forms of social etiquette, e.g. forms of address, body language, and greetings. <p>4.2.2 Compare cultural products and practices, e.g. sports, holidays, and foods.</p> <p>4.2.3 Compare social structures, e.g. families and school.</p> <p>4.2.4 Differentiate between tu vs. vous and informal and formal.</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Compare aspects of French and American daily life, such as school schedules, weekend activities, and vacations. • Watch videos of young francophones and contrast their verbal and nonverbal behavior patterns with the way American young people would act and react in similar situations. • Learn about holidays in France and other francophone countries and compare them to American holidays in terms of how they are celebrated and the underlying beliefs. • Compare and contrast French-language and American proverbs. <p style="text-align: right;">Websites</p>	<ul style="list-style-type: none"> • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.1 School and Global Communities</p>		<p>Learners</p> <p>5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Essential Knowledge</p> <p>5.1.1 Identify and share examples of the target language in daily life.</p> <p>5.1.2 Share knowledge of the target language and culture with others.</p> <p>5.1.3 Access international media and the arts.</p> <p>5.1.4 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> • greeting one another in hallways in target language • labeling items around the school in the target language • discussing the weather • talking in the target language about their feelings, hunger, thirst, etc. • utilizing the language to experience news and entertainment available through print and electronic French language media • writing a letter in the target language communicating electronically over social media <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 9.1 (English language text) • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W.9.3</p> <ul style="list-style-type: none"> • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) W.9.5 (English writing) • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.9.7 (English writing) <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Perform in French for a school or community cultural event. (NS) • Teach French-language songs and simple conversational expressions to students at a local elementary school. • Participate in French Club activities which benefit the school or community. (NS) • Talk about topics of mutual interest with exchange students from French-speaking regions. • Use French in a setting in the community, such as ordering food in a French restaurant. • Communicate in French through letters, e-mail, and audio 			

Websites

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<p>and video recordings with students around the world. (NS)</p> <ul style="list-style-type: none"> Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp. Travel with their family or class to a francophone region and use French to communicate and obtain services. 				
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.2 Lifelong Learning:</p>		<p>Learners</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p> <p>Essential Knowledge and skills</p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.</p> <p>5.2.3 Listen to and sings along to music in the target language.</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Participate in sports, games or other French social and cultural activities. Listen to music, sing songs, and become familiar with musical instruments representative of francophone cultures. Attend a French play, movie or concert. (NS) Plan a real or imaginary trip to a francophone area and share their experience with others. Students read French comics or magazines for personal enjoyment. (NS) Go to a local restaurant and order from a French-English menu, sampling the cuisine from francophone areas of the world, such as Quebec, France, Haiti, and Vietnam. Visit exhibits at local museums that present aspects of the francophone world. Explore French Internet sites for personal entertainment and enjoyment. (NS) 	<p>Academic vocabulary</p> <p>Websites</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)