

GRADE LEVEL: 12

SUBJECT: French IV

DATE: 2018-2019

GRADING PERIOD: Quarter 1

MASTER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none">• Conversations• Formal vs. Informal social situations• Detailed information• Opinions	4.1.1 Oral Expression <ul style="list-style-type: none">• Initiate, sustain, and close more extended conversations in various social situations, both formal and informal.• Exchange detailed information and opinions on a variety of topics.	<ul style="list-style-type: none">• Choose topics to converse.• Listen to other person.• Discuss topic.• Construct information and opinions.• Discuss information and opinions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Préhistoire• Péninsule• Monuments étranges• Dolmen• Menhirs• Provinces et départements• Moyen-Âge• Poésie• Chansons	CRITICAL
<ul style="list-style-type: none">• Requests – Provinces• Questions – Personal history• Situations	4.1.2: Oral Request for Information <ul style="list-style-type: none">• Make requests and ask different types of questions in a variety of situations.	<ul style="list-style-type: none">• Produce requests.• Create questions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Prior vocabulary• La chute d l'Empire romain• La fleur de lis• De bello gallico• Le gui du Nouvel An	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Information <ul style="list-style-type: none"> – Personal history – Origins of your town Opinions <ul style="list-style-type: none"> – Preferred climates – Preferred literature and art 	4.1.3: Written Expression <ul style="list-style-type: none"> Exchange detailed information and opinions on a variety of topics. 	<ul style="list-style-type: none"> Produce detailed information. Defend opinions. 	<ul style="list-style-type: none"> Oral presentations Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Prior vocabulary Pluvieuse Produits laitiers Primeurs Têtu Chaleureux 	CRITICAL
<ul style="list-style-type: none"> Requests <ul style="list-style-type: none"> – Places to visit Questions <ul style="list-style-type: none"> – Vacations – Home Social situations 	4.1.4: Written Request for Information <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of social situation. 	<ul style="list-style-type: none"> Create requests. Discuss socially acceptable topics. 	<ul style="list-style-type: none"> Textbook assignments Group work In-class work Short essay 	<ul style="list-style-type: none"> Prior vocabulary Present tense Conditional tense 	CRITICAL
<ul style="list-style-type: none"> Speaking strategies Listening strategies 	4.1.5: Strategies for Maintaining Oral / Written Exchanges <ul style="list-style-type: none"> Use speaking and listening strategies that facilitate communication. <p>Examples: Using circumlocution, using synonyms and antonyms, making conjectures.</p>	<ul style="list-style-type: none"> Select speaking and listening strategies to make conversation. 	<ul style="list-style-type: none"> Oral presentations Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Prior vocabulary 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Requests, commands, and directions • Authentic passages 	4.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to requests, commands, and directions of increasing variety and complexity. • Demonstrate comprehension of extended authentic passages of increasing complexity. 	<ul style="list-style-type: none"> • Consider requests. • Model comprehension of directions. • Interpret authentic passages. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Complex passages • Main ideas, format and style • Text genres 	4.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. 	<ul style="list-style-type: none"> • Debate complex passages. • Survey main ideas, format and style. 	<ul style="list-style-type: none"> • Oral presentations • Selected readings • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> – Logical inferences – Cultural context – Word function – Idioms – Oral and written texts 	<p>4.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts. 	<ul style="list-style-type: none"> • Implement strategy to analyze oral texts. • Implement strategy to analyze written texts. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • Selected readings • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Inferences • Idioms • Cognates 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Rehearsed material • Impromptu material 	<p>4.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present material, both rehearsed and impromptu, on a wide variety of topics. 	<ul style="list-style-type: none"> • Discuss rehearsed material. • Discuss impromptu material. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Fictional works and non-fictional works 	<p>4.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. 	<ul style="list-style-type: none"> • Compose stories to entertain, explain or persuade. 	<ul style="list-style-type: none"> • In-class work • Written paragraphs 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Intonation and pronunciation • Complex grammar and syntax • Transitional and cohesive devices 	<p>4.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use a variety of transitional and cohesive devices. 	<ul style="list-style-type: none"> • Employ intonation and pronunciation. • Model complex grammar and syntax. • Select transitional and cohesive devices. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Written paragraphs • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 4 CULTURES: Develop awareness of other cultures</p>					
<ul style="list-style-type: none"> • Products in the target language <ul style="list-style-type: none"> – Dolmens – Menhirs 	<p>4.4.2: Products</p> <ul style="list-style-type: none"> • Analyze and reflect on products in the target language. 	<ul style="list-style-type: none"> • Examine products in the target language. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Factors that influence: <ul style="list-style-type: none"> – Practices – Products – Politics – Gender equality – Environmental issues • Literary Works 	<p>4.4.3: Perspectives</p> <ul style="list-style-type: none"> • Analyze and reflect, in the target language, on factors that influence practices and products, as politics, gender equality, environmental issues, etc. • Examine culture through literary works from the target language and cultures. 	<ul style="list-style-type: none"> • Investigate practices and products. • Discuss how literary works influence practices and products. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work • Selected readings 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>IMPORTANT</p>
<p>STANDARD 5 CONNECTIONS: Make connections to other content areas</p>					
<ul style="list-style-type: none"> • Other content areas • Native-speaker resources 	<p>4.5.1: Investigate and analyze other content areas using resources intended for native speakers. Example: Government or political systems, (Social Studies), social issues, etc.</p>	<ul style="list-style-type: none"> • Examine native speaker resources. 	<ul style="list-style-type: none"> • Newspaper articles • News from online sources • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Political parties of France • Laws in France 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Activities and materials • Target language and cultures • Concepts and skills for other areas 	<p>4.5.2: Design and share activities and materials that integrate the target language and cultures with concepts and skills for other areas.</p> <p>Examples: Mini-lessons, cadet teaching, etc.</p>	<ul style="list-style-type: none"> • Develop cultural activities and materials in the target language. • Elaborate on activities and materials to the rest of the class emphasizing concepts and skills. 	<ul style="list-style-type: none"> • Mini-lessons • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<p>STANDARD 6 CONNECTIONS: Access and connect information through various media</p>					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Receptive and productive skills 	<p>4.6.1: Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.</p>	<ul style="list-style-type: none"> • Discover digital media and authentic resources. • Extend vocabulary. • Build receptive and productive skills. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Le Monde online 	ADDITIONAL
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Target cultures 	<p>4.6.2: Use digital media and culturally authentic resources to study target cultures.</p>	<ul style="list-style-type: none"> • Research culturally authentic resources. • Examine target cultures. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Elements of word formation • Vocabulary and meaning 	4.7.1: Use elements of word formation to expand vocabulary and derive meaning.	<ul style="list-style-type: none"> • Choose elements of word formation. • Improve vocabulary. • Determine meaning. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Language structures 	4.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Distinguish and employ appropriate language structures. 	<ul style="list-style-type: none"> • Textbook Assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Authentic forms of address • Familiar and unfamiliar social situations 	4.7.4: Compare and use authentic forms of address in familiar and unfamiliar social situations.	<ul style="list-style-type: none"> • Classify familiar vs unfamiliar address. • Compare and contrast familiar vs unfamiliar situations. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work • Oral presentations 	<ul style="list-style-type: none"> • Prior vocabulary • Formal and Informal: Tu vs. Vous 	IMPORTANT
<ul style="list-style-type: none"> • Systems of other cultures • Learner's culture 	4.7.5: Compare systems of other cultures and the learner's own culture.	<ul style="list-style-type: none"> • Compare and contrast foreign culture to personal culture. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Les Gaulois • La langue des Romains • L'Église chrétienne 	IMPORTANT
<ul style="list-style-type: none"> • Holidays • Cultural celebrations 	4.7.6: Analyze the historical significance of holidays and cultural celebrations in the target language.	<ul style="list-style-type: none"> • Examine historical significance of holidays and celebrations. 	<ul style="list-style-type: none"> • In-class work • Group work • Class discussions 	<ul style="list-style-type: none"> • Jules César • Vercingétorix • Clovis • Les druides 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings					
<ul style="list-style-type: none"> Experiences from world language classroom 	4.8.1: Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> Discuss and display experiences from the language classroom. 	<ul style="list-style-type: none"> Group work In-class work Display case designing 	<ul style="list-style-type: none"> Les objets journalières <ul style="list-style-type: none"> – Pointes de flèches – Couteaux de silex – Outils de pierre – Aiguilles d’os – Peaux de bêtes 	ADDITIONAL

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> Time frames Tasks Purposes Audiences 	11-12.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Write for different purposes and audiences.

CONTENT	STANDARD INDICATORS	SKILLS
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> • Central ideas • Conclusions • Complex concepts, processes or information • Accurate terms 	<p>11-12.LST.2.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<ul style="list-style-type: none"> • Determine text’s central idea. • Summarize concepts, processes and information. • Paraphrase in simpler terms.
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Information or ideas • Categories or hierarchies • Information or ideas 	<p>11-12.LST.3.2: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> • Analyze information or ideas. • Categorize information or ideas. • Demonstrate understanding of information or ideas.

CONTENT	STANDARD INDICATORS	SKILLS
LST 4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Multiple sources • Diverse formats and media <ul style="list-style-type: none"> – Quantitative or technical information – Visual form • Question • Solve a problem 	<p>11-12.LST.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>quantitative data, video, multimedia</i>) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • Integrate and evaluate multiple sources. • Assess questions and solve problems.
LST.5: WRITING GENRES (WRITING)		
<ul style="list-style-type: none"> • Written arguments • Discipline-specific content 	<p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> • Write arguments.
<ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions • Data and research 	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>	<ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions.

CONTENT	STANDARD INDICATORS	SKILLS
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Technology • Writing products • Feedback • Arguments and information 	<p>11-12.LST.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> • Write using various digital platforms to organize and display information and feedback.
LST.7: THE RESEARCH PROCESS (WRITING)		
<ul style="list-style-type: none"> • Research assignments • Inquiry • Multiple sources • Subject under investigation 	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources.
<ul style="list-style-type: none"> • Evidence for analysis, reflection, and research 	<p>11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Read informational texts. • Record evidence to use as support.

GRADE LEVEL: 12

SUBJECT: French IV

DATE: 2018-2019

GRADING PERIOD: Quarter 2

MATER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none">• Conversations• Formal vs. Informal social situations• Detailed information• Opinions<ul style="list-style-type: none">- Love and War- Patriotism- Discoveries	4.1.1 Oral Expression <ul style="list-style-type: none">• Initiate, sustain, and close more extended conversations in various social situations, both formal and informal.• Exchange detailed information and opinions on a variety of topics.	<ul style="list-style-type: none">• Examine topics to converse.• Compose information and opinions.• Investigate information and opinions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Les chansons de geste• Les romans Courtois• Croisades• Guerre• L'Imprimerie• Renaissance	CRITICAL
<ul style="list-style-type: none">• Requests• Questions• Situations	4.1.2: Oral Request for Information <ul style="list-style-type: none">• Make requests and ask different types of questions in a variety of situations.	<ul style="list-style-type: none">• Construct requests.• Formulate questions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Prior vocabulary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Information <ul style="list-style-type: none"> – Independence Opinions <ul style="list-style-type: none"> – Litterature – War and peace 	4.1.3: Written Expression <ul style="list-style-type: none"> Exchange detailed information and opinions on a variety of topics. 	<ul style="list-style-type: none"> Develop detailed information. Explain opinions. 	<ul style="list-style-type: none"> Oral presentations Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Prior vocabulary Les invasions Les conquêtes Passé Simple 	CRITICAL
<ul style="list-style-type: none"> Requests Questions Social situations 	4.1.4: Written Request for Information <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of social situation. 	<ul style="list-style-type: none"> Construct requests. Exchange information about socially acceptable topics. 	<ul style="list-style-type: none"> Textbook assignments Group work In-class work Short essay 	<ul style="list-style-type: none"> Prior vocabulary Plus-que-parfait Passé Antérieur 	CRITICAL
<ul style="list-style-type: none"> Speaking strategies Listening strategies 	4.1.5: Strategies for Maintaining Oral / Written Exchanges <ul style="list-style-type: none"> Use speaking and listening strategies that facilitate communication. <p>Examples: Using circumlocution, using synonyms and antonyms, making conjectures.</p>	<ul style="list-style-type: none"> Select speaking and listening strategies to make conversation. 	<ul style="list-style-type: none"> Oral presentations Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Prior vocabulary 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Requests, commands, and directions • Authentic passages 	4.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to requests, commands, and directions of increasing variety and complexity. • Demonstrate comprehension of extended authentic passages of increasing complexity. 	<ul style="list-style-type: none"> • Consider requests. • Model comprehension of directions. • Interpret authentic passages. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Complex passages • Main ideas, format and style • Text genres 	4.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. 	<ul style="list-style-type: none"> • Consider complex passages. • Analyze main ideas, format and style. 	<ul style="list-style-type: none"> • Oral presentations • Selected readings • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Strategies <ul style="list-style-type: none"> – Logical inferences – Cultural context – Word function – Idioms – Oral and written texts 	4.2.3: Strategies for Comprehending Oral and Written Languages <ul style="list-style-type: none"> Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts. 	<ul style="list-style-type: none"> Choose strategy to analyze oral texts. Investigate strategy to analyze written texts. 	<ul style="list-style-type: none"> Textbook assignments Group work Selected readings In-class work 	<ul style="list-style-type: none"> Prior vocabulary Inferences Idioms Cognates 	CRITICAL
STANDARD 3 COMMUNICATION: Present information in a language other than English					
<ul style="list-style-type: none"> Rehearsed material Impromptu material 	4.3.1: Presenting Oral Language <ul style="list-style-type: none"> Present material, both rehearsed and impromptu, on a wide variety of topics. 	<ul style="list-style-type: none"> Examine rehearsed material. Examine impromptu material. 	<ul style="list-style-type: none"> Oral presentations Textbook assignments Group work In-class work 	<ul style="list-style-type: none"> Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> Fictional works and non-fictional works 	4.3.2: Presenting Written Language <ul style="list-style-type: none"> Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. 	<ul style="list-style-type: none"> Produce stories to entertain, explain or persuade. 	<ul style="list-style-type: none"> In-class work Written paragraphs 	<ul style="list-style-type: none"> Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Intonation and pronunciation • Complex grammar and syntax • Transitional and cohesive devices 	<p>4.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use a variety of transitional and cohesive devices. 	<ul style="list-style-type: none"> • Employ intonation and pronunciation. • Model complex grammar and syntax. • Select transitional and cohesive devices. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Written paragraphs • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 4 CULTURES: Develop awareness of other cultures</p>					
<ul style="list-style-type: none"> • Cultural and social practices • Situation-appropriate verbal and non-verbal communication 	<p>4.4.1: Practices</p> <ul style="list-style-type: none"> • Analyze and reflect on cultural and social practices in the target language. • Use situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Examine cultural and social practices in the target language. • Focus on cultural and social practices in the target. • Employ situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Factors that influence: <ul style="list-style-type: none"> – Practices – Products – Politics – Gender equality – Environmental issues • Literary Works 	<p>4.4.3: Perspectives</p> <ul style="list-style-type: none"> • Analyze and reflect, in the target language, on factors that influence practices and products, as politics, gender equality, environmental issues, etc. • Examine culture through literary works from the target language and cultures. 	<ul style="list-style-type: none"> • Examine practices and products. • Discover how literary works influence practices and products. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work • Selected readings 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>IMPORTANT</p>
<p>STANDARD 5 CONNECTIONS: Make connections to other content areas</p>					
<ul style="list-style-type: none"> • Other content areas • Native-speaker resources 	<p>4.5.1: Investigate and analyze other content areas using resources intended for native speakers. Example: Government or political systems, (Social Studies), social issues, etc.</p>	<ul style="list-style-type: none"> • Research native speaker resources. 	<ul style="list-style-type: none"> • Newspaper articles • News from online sources • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources • Receptive and productive skills 	4.6.1: Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.	<ul style="list-style-type: none"> • Employ digital media and authentic resources. • Maximize vocabulary. • Create receptive and productive skills. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Le Monde online 	ADDITIONAL
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Elements of word formation • Vocabulary and meaning 	4.7.1: Use elements of word formation to expand vocabulary and derive meaning.	<ul style="list-style-type: none"> • Select elements of word formation. • Develop new vocabulary. • Investigate meaning. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Language structures 	4.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Determine and employ appropriate language structures. 	<ul style="list-style-type: none"> • Textbook Assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Idiomatic expressions Colloquial expressions Proverbial expressions 	<p>4.7.3: Compare and use idiomatic, colloquial and proverbial expressions in the target language.</p>	<ul style="list-style-type: none"> Analyze idiomatic, colloquial and proverbial expressions in the target language. Employ idiomatic, colloquial and proverbial expressions in the target language. 	<ul style="list-style-type: none"> Textbook assignments In-class work 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL
<ul style="list-style-type: none"> Systems of other cultures Learner's culture 	<p>4.7.5: Compare systems of other cultures and the learner's own culture.</p>	<ul style="list-style-type: none"> Compare and contrast foreign culture to personal culture. 	<ul style="list-style-type: none"> In-class work Classroom discussions 	<ul style="list-style-type: none"> Prior vocabulary 	IMPORTANT
<p>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p>					
<ul style="list-style-type: none"> Experiences from world language classroom 	<p>4.8.1: Share experiences from the world language classroom within the school and/or community.</p>	<ul style="list-style-type: none"> Analyze experiences from the language classroom. 	<ul style="list-style-type: none"> Group work In-class work Display case designing 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Influences of the target language and cultures 	4.8.2: Investigate and share with others the influences of the target language and cultures on the learner's own community.	<ul style="list-style-type: none"> Research influences of the target language and cultures. Compare influences to the learner's own community. 	<ul style="list-style-type: none"> Group work In-class work Display case designing 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> Time frames Tasks Purposes Audiences 	11-12.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Write for different purposes and audiences.
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> Central ideas Conclusions Complex concepts, processes or information Accurate terms 	11-12.LST.2.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<ul style="list-style-type: none"> Determine text's central idea. Summarize concepts, processes and information. Paraphrase in simpler terms.

CONTENT	STANDARD INDICATORS	SKILLS
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Information or ideas • Categories or hierarchies • Information or ideas 	<p>11-12.LST.3.2: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> • Analyze information or ideas. • Categorize information or ideas. • Demonstrate understanding of information or ideas.
LST 4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Multiple sources • Diverse formats and media <ul style="list-style-type: none"> – Quantitative or technical information – Visual form • Question • Solve a problem 	<p>11-12.LST.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>quantitative data, video, multimedia</i>) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • Integrate and evaluate multiple sources. • Assess questions and solve problems.

CONTENT	STANDARD INDICATORS	SKILLS
LST.5: WRITING GENRES (WRITING)		
<ul style="list-style-type: none"> • Written arguments • Discipline-specific content 	11-12.LST.5.1: Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> • Write arguments.
<ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions • Data and research 	11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	<ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions.
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Technology • Writing products • Feedback • Arguments and information 	11-12.LST.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Write using various digital platforms to organize and display information and feedback.

CONTENT	STANDARD INDICATORS	SKILLS
LST.7: THE RESEARCH PROCESS (WRITING)		
<ul style="list-style-type: none"> • Research assignments • Inquiry • Multiple sources • Subject under investigation 	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources.
<ul style="list-style-type: none"> • Evidence for analysis, reflection, and research 	<p>11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Read informational texts. • Record evidence to use as support.

GRADE LEVEL: 12

SUBJECT: French IV

DATE: 2018-2019

GRADING PERIOD: Quarter 3

MASTER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none">• Conversations• Formal vs. Informal social situations• Detailed information• Opinions<ul style="list-style-type: none">- Employment- Marriage	4.1.1 Oral Expression <ul style="list-style-type: none">• Initiate, sustain, and close more extended conversations in various social situations, both formal and informal.• Exchange detailed information and opinions on a variety of topics.	<ul style="list-style-type: none">• Create topics to converse.• Develop information and opinions.• Investigate information and opinions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• L'Académie française• Les salons• L'élégance et la philosophie• Les nouvelles idées	CRITICAL
<ul style="list-style-type: none">• Requests• Questions• Situations	4.1.2: Oral Request for Information <ul style="list-style-type: none">• Make requests and ask different types of questions in a variety of situations.	<ul style="list-style-type: none">• Develop requests.• Originate questions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Prior vocabulary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Independence • Opinions <ul style="list-style-type: none"> – Litterature – Theater – Poetry 	<p>4.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange detailed information and opinions on a variety of topics. 	<ul style="list-style-type: none"> • Formulate detailed information. • Propose opinions. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Pouvoir absolu • Le subjonctifs • Les verbes pronominaux 	CRITICAL
<ul style="list-style-type: none"> • Requests • Questions • Social situations 	<p>4.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask different types of questions in a variety of social situation. 	<ul style="list-style-type: none"> • Develop requests. • Formulate questions about socially acceptable topics. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work • Short essay 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Speaking strategies • Listening strategies 	<p>4.1.5: Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. <p>Examples: Using circumlocution, using synonyms and antonyms, making conjectures.</p>	<ul style="list-style-type: none"> • Choose speaking and listening strategies to make conversation. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Requests, commands, and directions • Authentic passages 	4.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to requests, commands, and directions of increasing variety and complexity. • Demonstrate comprehension of extended authentic passages of increasing complexity. 	<ul style="list-style-type: none"> • Evaluate requests. • Elaborate on comprehension of directions. • Appraise authentic passages. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Complex passages • Main ideas, format and style • Text genres 	4.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. 	<ul style="list-style-type: none"> • Evaluate complex passages. • Discuss main ideas, format and style. 	<ul style="list-style-type: none"> • Oral presentations • Selected readings • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> – Logical inferences – Cultural context – Word function – Idioms – Oral and written texts 	<p>4.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts. 	<ul style="list-style-type: none"> • Develop strategies to analyze oral texts. • Formulate strategies to analyze written texts. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • Selected readings • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Inferences • Idioms • Cognates 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Rehearsed material • Impromptu material 	<p>4.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present material, both rehearsed and impromptu, on a wide variety of topics. 	<ul style="list-style-type: none"> • Construct rehearsed material. • Integrate impromptu material. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Fictional works and non-fictional works 	<p>4.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. 	<ul style="list-style-type: none"> Originate stories to entertain, explain or persuade. 	<ul style="list-style-type: none"> In-class work Written paragraphs 	<ul style="list-style-type: none"> Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> Intonation and pronunciation Complex grammar and syntax Transitional and cohesive devices 	<p>4.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. Use more complex grammar and syntax with increasing accuracy. Use a variety of transitional and cohesive devices. 	<ul style="list-style-type: none"> Distinguish native intonation and pronunciation. Produce complex grammar and syntax. Discover transitional and cohesive devices. 	<ul style="list-style-type: none"> Quizzes Oral presentations Textbook assignments Group work Written paragraphs In-class work 	<ul style="list-style-type: none"> Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 4 CULTURES: Develop awareness of other cultures					
<ul style="list-style-type: none"> • Cultural and social practices • Situation-appropriate verbal and non-verbal communication 	4.4.1: Practices <ul style="list-style-type: none"> • Analyze and reflect on cultural and social practices in the target language. • Use situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Integrate cultural and social practices in the target language. • Experiment with cultural and social practices in the target language. • Examine situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL
<ul style="list-style-type: none"> • Factors that influence: <ul style="list-style-type: none"> – Practices – Products – Politics – Gender equality – Environmental issues • Literary Works 	4.4.3: Perspectives <ul style="list-style-type: none"> • Analyze and reflect, in the target language, on factors that influence practices and products, as politics, gender equality, environmental issues, etc. • Examine culture through literary works from the target language and cultures. 	<ul style="list-style-type: none"> • Discover practices and products. • Hypothesize how literary works influence practices and products. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work • Selected readings 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> • Activities and materials • Target language and cultures • Concepts and skills • Other content areas <ul style="list-style-type: none"> – Environmental concerns 	4.5.2: Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas. Example: Mini-lessons, cadet teaching, etc.	<ul style="list-style-type: none"> • Create activities and materials in target language. 	<ul style="list-style-type: none"> • Project • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Sauver la Planète 	IMPORTANT
STANDARD 6 CONNECTIONS: Access and connect information through various media					
<ul style="list-style-type: none"> • Digital media • Culturally authentic resources 	4.6.2: Use digital media and culturally authentic resources to study target cultures.	<ul style="list-style-type: none"> • Employ digital media and authentic resources. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Le Monde online 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Elements of word formation • Vocabulary and meaning 	4.7.1: Use elements of word formation to expand vocabulary and derive meaning.	<ul style="list-style-type: none"> • Choose elements of word formation. • Extend vocabulary usage. • Consider meaning. 	<ul style="list-style-type: none"> • Textbook assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Language structures 	4.7.2: Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> • Assess and maximize appropriate language structure usage. 	<ul style="list-style-type: none"> • Textbook Assignments • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Authentic forms of address • Familiar and unfamiliar social situations 	4.7.4: Compare and use authentic forms of address in familiar and unfamiliar social situations.	<ul style="list-style-type: none"> • Determine authentic forms of address. • Employ authentic forms of address. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Historical significance of holidays and celebrations <ul style="list-style-type: none"> – French Revolution – Bastille Day 	4.7.6: Analyze the historical significance of holidays and cultural celebrations in the target language.	<ul style="list-style-type: none"> • Discover the historical significance of holidays and celebrations. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary • Bastille • Guillotine • Conciergerie • Versailles 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Elements that shape cultural identity • Learner’s heritage • Target cultures 	<p>4.7.7: Compare and contrast elements that shape cultural identity in the learner’s heritage and in the target cultures.</p>	<ul style="list-style-type: none"> • Analyze elements that shape cultural identity in the learner’s heritage. • Analyze elements that shape cultural identity in the target culture. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary • American independence vocabulary 	<p>ADDITIONAL</p>
<p>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p>					
<ul style="list-style-type: none"> • Influences of the target language and cultures 	<p>4.8.2: Investigate and share with others the influences of the target language and cultures on the learner’s own community.</p>	<ul style="list-style-type: none"> • Discover influences of the target language and cultures. • Analyze influences to the learner’s own community. 	<ul style="list-style-type: none"> • Group work • In-class work • Display case designing 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>ADDITIONAL</p>
<ul style="list-style-type: none"> • Evidence of becoming a life-long learner • Target language • Cultural knowledge • Personal enrichment 	<p>4.8.3: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<ul style="list-style-type: none"> • Demonstrate evidence of becoming a life-long learner. • Employ target language and cultural knowledge for personal enrichment. 	<ul style="list-style-type: none"> • Group work • In-class work • Class discussions 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>ADDITIONAL</p>

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Time frames • Tasks • Purposes • Audiences 	11-12.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write for different purposes and audiences.
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> • Central ideas • Conclusions • Complex concepts, processes or information • Accurate terms 	11-12.LST.2.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<ul style="list-style-type: none"> • Determine text's central idea. • Summarize concepts, processes and information. • Paraphrase in simpler terms.

CONTENT	STANDARD INDICATORS	SKILLS
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Information or ideas • Categories or hierarchies • Information or ideas 	<p>11-12.LST.3.2: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> • Analyze information or ideas. • Categorize information or ideas. • Demonstrate understanding of information or ideas.
LST 4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Multiple sources • Diverse formats and media <ul style="list-style-type: none"> – Quantitative or technical information – Visual form • Question • Solve a problem 	<p>11-12.LST.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>quantitative data, video, multimedia</i>) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • Integrate and evaluate multiple sources. • Assess questions and solve problems.

CONTENT	STANDARD INDICATORS	SKILLS
LST.5: WRITING GENRES (WRITING)		
<ul style="list-style-type: none"> • Written arguments • Discipline-specific content 	<p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> • Write arguments.
<ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions • Data and research 	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>	<ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions.
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Technology • Writing products • Feedback • Arguments and information 	<p>11-12.LST.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> • Write using various digital platforms to organize and display information and feedback.

CONTENT	STANDARD INDICATORS	SKILLS
LST.7: THE RESEARCH PROCESS (WRITING)		
<ul style="list-style-type: none"> • Research assignments • Inquiry • Multiple sources • Subject under investigation 	11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources.
<ul style="list-style-type: none"> • Evidence for analysis, reflection, and research 	11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Read informational texts. • Record evidence to use as support.

GRADE LEVEL: 12

SUBJECT: French IV

DATE: 2018-2019

GRADING PERIOD: Quarter 4

MASTER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none">• Conversations• Formal vs. Informal social situations• Detailed information• Opinions<ul style="list-style-type: none">- Laws and taxes- Travel	4.1.1 Oral Expression <ul style="list-style-type: none">• Initiate, sustain, and close more extended conversations in various social situations, both formal and informal.• Exchange detailed information and opinions on a variety of topics.	<ul style="list-style-type: none">• Determine topics about which to converse.• Explain information and opinions.• Argue information and opinions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• La Révolution• Les paysans et les aristocrates• La Grande Peur• La Terreur• La guillotine• La Marseilles	CRITICAL
<ul style="list-style-type: none">• Requests• Questions• Situations	4.1.2: Oral Request for Information <ul style="list-style-type: none">• Make requests and ask different types of questions in a variety of situations.	<ul style="list-style-type: none">• Determine requests.• Produce questions.	<ul style="list-style-type: none">• Oral presentations• Textbook assignments• Group work• In-class work	<ul style="list-style-type: none">• Prior vocabulary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Independence • Opinions <ul style="list-style-type: none"> – Democracy – Monarchy – Freedom – Liberty 	<p>4.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange detailed information and opinions on a variety of topics. 	<ul style="list-style-type: none"> • Explain detailed information. • Defend opinions. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • L’adjectif qualificatif • La négation • Les pronoms 	CRITICAL
<ul style="list-style-type: none"> • Requests • Questions • Social situations 	<p>4.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask different types of questions in a variety of social situation. 	<ul style="list-style-type: none"> • Originate requests. • Choose questions about socially acceptable topics. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work • Short essay 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</p>					
<ul style="list-style-type: none"> • Requests, commands, and directions • Authentic passages 	<p>4.2.1: Comprehending Oral Language</p> <ul style="list-style-type: none"> • Understand and respond to requests, commands, and directions of increasing variety and complexity. • Demonstrate comprehension of extended authentic passages of increasing complexity. 	<ul style="list-style-type: none"> • Assess requests. • Defend comprehension of directions. • Interpret authentic passages. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Complex passages • Main ideas, format and style • Text genres 	<p>4.2.2: Comprehending Written Language</p> <ul style="list-style-type: none"> • Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. 	<ul style="list-style-type: none"> • Appraise complex passages. • Evaluate main ideas, format and style. 	<ul style="list-style-type: none"> • Oral presentations • Selected readings • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> – Logical inferences – Cultural context – Word function – Idioms – Oral and written texts 	<p>4.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts. 	<ul style="list-style-type: none"> • Measure strategies to analyze oral texts. • Choose strategies to analyze written texts. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • Selected readings • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Inferences • Idioms • Cognates 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 3 COMMUNICATION: Present information in a language other than English					
<ul style="list-style-type: none"> • Rehearsed material • Impromptu material 	4.3.1: Presenting Oral Language <ul style="list-style-type: none"> • Present material, both rehearsed and impromptu, on a wide variety of topics. 	<ul style="list-style-type: none"> • Select rehearsed material. • Produce impromptu material. 	<ul style="list-style-type: none"> • Oral presentations • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Fictional works and non-fictional works 	4.3.2: Presenting Written Language <ul style="list-style-type: none"> • Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. 	<ul style="list-style-type: none"> • Produce stories to entertain, explain or persuade. 	<ul style="list-style-type: none"> • In-class work • Written paragraphs 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Intonation and pronunciation • Complex grammar and syntax • Transitional and cohesive devices 	<p>4.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use a variety of transitional and cohesive devices. 	<ul style="list-style-type: none"> • Discover native intonation and pronunciation. • Originate complex grammar and syntax. • Determine transitional and cohesive devices. 	<ul style="list-style-type: none"> • Quizzes • Oral presentations • Textbook assignments • Group work • Written paragraphs • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 4 CULTURES: Develop awareness of other cultures</p>					
<ul style="list-style-type: none"> • Products in the target language 	<p>4.4.2: Products</p> <ul style="list-style-type: none"> • Analyze and reflect on products in the target language. 	<ul style="list-style-type: none"> • Appraise products in the target language. • Examine products in the target language. 	<ul style="list-style-type: none"> • Textbook assignments • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> • Other content areas <ul style="list-style-type: none"> - Governments • Resources for native speakers 	<p>4.5.1: Investigate and analyze other content areas using resources intended for native speakers. Example: Government or political systems, (Social Studies), social issues, etc.</p>	<ul style="list-style-type: none"> • Assess other content areas. • Evaluate resources for native speakers. 	<ul style="list-style-type: none"> • Selected passages • Group work 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Activities and materials • Target language and cultures • Concepts and skills • Other content areas <ul style="list-style-type: none"> - Political systems 	<p>4.5.2: Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas. Example: Mini-lessons, cadet teaching, etc.</p>	<ul style="list-style-type: none"> • Formulate activities and materials in target language. • Integrate activities and materials. 	<ul style="list-style-type: none"> • Group work • In-class work 	<ul style="list-style-type: none"> • Prior vocabulary • Amis de tout le monde • Les règlements du gouvernement 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> • Idiomatic expressions • Colloquial expressions • Proverbial expressions • Target language 	4.7.3: Compare and use idiomatic, colloquial, and proverbial expressions in the target language.	<ul style="list-style-type: none"> • Evaluate idiomatic, colloquial, and proverbial expressions in the target language. • Integrate idiomatic, colloquial, and proverbial expressions in the target language. 	<ul style="list-style-type: none"> • In-class work • Group work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary 	ADDITIONAL
<ul style="list-style-type: none"> • Authentic forms of address • Familiar and unfamiliar social situations 	4.7.4: Compare and use authentic forms of address in familiar and unfamiliar social situations.	<ul style="list-style-type: none"> • Determine authentic forms of address. • Employ authentic forms of address. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Systems of other cultures • Learner’s culture 	4.7.5: Compare systems of other cultures and the learner’s own culture.	<ul style="list-style-type: none"> • Analyze systems of other cultures and learner’s culture. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Elements that shape cultural identity • Learner’s heritage • Target cultures 	4.7.7: Compare and contrast elements that shape cultural identity in the learner’s heritage and in the target cultures.	<ul style="list-style-type: none"> • Analyze elements that shape cultural identity in the learner’s heritage. • Analyze elements that shape cultural identity in the target culture. 	<ul style="list-style-type: none"> • In-class work • Classroom discussions 	<ul style="list-style-type: none"> • Prior vocabulary • American independence vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings					
<ul style="list-style-type: none"> Evidence of becoming a life-long learner Target language Cultural knowledge Personal enrichment 	4.8.3: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.	<ul style="list-style-type: none"> Demonstrate evidence of becoming a life-long learner. Employ target language and cultural knowledge for personal enrichment. 	<ul style="list-style-type: none"> Group work In-class work Class discussions 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> Time frames Tasks Purposes Audiences 	11-12.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Write for different purposes and audiences.

CONTENT	STANDARD INDICATORS	SKILLS
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> • Central ideas • Conclusions • Complex concepts, processes or information • Accurate terms 	<p>11-12.LST.2.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<ul style="list-style-type: none"> • Determine text’s central idea. • Summarize concepts, processes and information. • Paraphrase in simpler terms.
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Information or ideas • Categories or hierarchies • Information or ideas 	<p>11-12.LST.3.2: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> • Analyze information or ideas. • Categorize information or ideas. • Demonstrate understanding of information or ideas.

CONTENT	STANDARD INDICATORS	SKILLS
LST 4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Multiple sources • Diverse formats and media <ul style="list-style-type: none"> – Quantitative or technical information – Visual form • Question • Solve a problem 	<p>11-12.LST.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>quantitative data, video, multimedia</i>) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • Integrate and evaluate multiple sources. • Assess questions and solve problems.
LST.5: WRITING GENRES (WRITING)		
<ul style="list-style-type: none"> • Written arguments • Discipline-specific content 	<p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> • Write arguments.
<ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions • Data and research 	<p>11-12.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>	<ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions.

CONTENT	STANDARD INDICATORS	SKILLS
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Technology • Writing products • Feedback • Arguments and information 	<p>11-12.LST.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> • Write using various digital platforms to organize and display information and feedback.
LST.7: THE RESEARCH PROCESS (WRITING)		
<ul style="list-style-type: none"> • Research assignments • Inquiry • Multiple sources • Subject under investigation 	<p>11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources.