

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	French IB SL 4AB				Course Code	<i>[Office use only]</i>	
Transcript Title:	French IB 4AB		Grades Levels:	11,12	Board Adoption Date:		
Content Area:	World Languages		GPA Scale:	5.0	Date Course Submitted:	March 2011	
Credential Req:		Graduation Subject Areas:	Humanities				
UC/CSU "A-G" Area Approvals:	yes		School Site that wrote and submitted the course:				
Prerequisite(s):	French 3 with a C or higher, teacher recommendation						
Next course(s):							

COURSE DESCRIPTION

Continuing French students will expand and develop their language skills necessary to function in a variety of real-life situations they may encounter in French-speaking contexts, interactions, and environments. Students will continue to acquire and develop beginning to intermediate to advanced intermediate reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve desired tasks. Throughout the course students will be exposed to the various French- speaking cultures and peoples which will include: Geography, History, Art, Traditions, & Current Events. The class will be conducted in the target language. Students are expected to participate in class activities using the target language.

GOALS: (Expected performance outcomes for students)

- Develop, understand, and use the written and spoken language in a large range of situations & contexts.
- Express ideas, opinions, and feelings orally and in writing.
- Develop intermediate/advanced intermediate reading and analysis skills in the target language (L4).
- Understand and use a variety of linguistic and grammatical structures correctly.
- Develop writing skills through various productive contexts in French.
- Develop and utilize various decoding strategies.
- Develop awareness and become familiar with various Francophone cultures and traditions.

California Content Standards

In order to succeed in the 21st century, today's students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English, and in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from

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collaborative international efforts. In order to succeed in our interconnected world, California's students need to use language and cross-cultural communication skills effectively.

Communication

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Content

As students become literate in the target language, they acquire relevant content through various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum, students address a wide variety of content that is age and stage appropriate.

Stage I

Stage IV

4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.

4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment including:

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- a. Societal expectations
- b. Cultural and literary archetypes
- c. Endangered species
- d. World events, social and political issues
- e. Belief systems
- f. International environmental issues
- g. The visual and performing arts
- h. The nature of our interdependent world
- i. Issues in curricular and extra-curricular subjects
- j. Authors and their times
- k. Transnational careers and economies
- l. Issues of world hunger and health
- m. Design, production and marketing of clothing
- n. Policy issues in health care
- o. The promise and challenge of technology

Communication - In order to achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age and stage appropriate.

Stage IV

- 4.0 Students use **extended language** (coherent and cohesive multiparagraph texts).
- 4.1 Engage in oral, written, or signed (ASL) conversations.
- 4.2 Interpret written, spoken, or signed (ASL) language.
- 4.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

- 4.4 Discuss, compare and contrast, support an opinion, persuade.
- 4.5 Demonstrate understanding of the main ideas and most details in authentic texts.
- 4.6 Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way.

Cultures

In order to understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. These shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate understanding of cultural perspectives by behaving in culturally appropriate ways.

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Stage IV

- 4.0 Students improvise appropriate responses to unpredictable situations.
- 4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
- 4.2 Explain similarities and differences within the target cultures and among students own cultures.
- 4.3 Explain change in perspectives when cultures come in contact.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts, and comprehend the structures the language uses to convey meaning. Moreover, they discover patterns in the language system. A language system consists of not only grammar rules and vocabulary, but also such elements as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Stage IV

- 4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- 4.1 Use extended discourse (native like text structure) to produce formal communications.
- 4.2 Identify similarities and differences in the extended discourse (native like text structure) of the languages the student know.

Settings

In order for students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As they progress along the Language Learning Continuum, students carry out tasks in stage and age appropriate situations that reflect the target culture.

Stage IV

- 4.0 Students use language **in informal and formal settings**.
- 4.1 **Sustain** age appropriate cultural or language use opportunities outside the classroom

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to:

final exams, end-of-unit tests, quizzes, homework, classwork, authentic performance assessments, and written assessments, speaking and listening assessments

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Unit 1	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
COMMERCE CONSOMMA- TION Contemporary life Stating preferences Giving orders and directions Expressing intentions French consumer habits Eating habits CIVILISATION: Repères Géographiques À table Consommer LITTÉRATURE: Middle Ages and 16th Selections La Grasse Matinée	Present tense:-er verbs; stem changing verbs, ireegular verbs: être, avoir, faire, aller ; - oir verbs Le futur proche Le faire Causative Voilà and il y a with present tense Nouns Articles	Content 4.0, 4.1 a, e, j, l Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1	Partner A /B activities Journaling Research and present a region of France ; cooking region ; French chef Explain (commands) how to make a regional or signature dish	Interaction: Révision de Grammaire Française and workbook ; Heinle Supplemental: Litterature Progressive du Français, CLE Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news and magazine
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading), partner test.		
	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.		

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	Required activities for all honors courses. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.

Unit 2	4-5 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
COLONISATION Tolerance, right of man, peace and war CIVILISATION: L'empire coloniale LITTÉRATURE Selections from Franco Vietnamese literature MUSIQUE: Franco-Indochinoise	Colonization of Indochina Relationship between France and Indochina/ Vietnam French-Indochina war Parent/child relationship And parallels	Content 4.0, 4.1 a, b, d, e Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1	Interviews Journaling Day in the life of _____ Discussion/debate: values, are they specific to given cultures	Supplemental: Litterature Progressive du Français, CLE Civilisation progressive du français, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news and magazine Film : Indochine	
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.			

Course Title	Title	Course Code	Code
		Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading), partner test.	
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.	
		Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry.	
		Product: Presentations, projects, performances, group leadership.	
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.		

Unit 3	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
MODES DE VIE CONTEMPORARY LIFE Describing daily Routines Describing states and conditions Asking and answering questions Living situations in France, past and present Lifestyles of Young people in France today CIVILISATION: Paris Personnages historiques Valeurs partagées En famille LITTÉRATURE Selections from 17 century	Regular –ir, -re verbs Negation, alternative and multiple question patterns interrogative forms quel and lequel Reflexive and Reciprocal Verbs -oir verbs Idioms with être and avoir Depuis + present tense	Content 4.0, 4.1 a, b, d, e, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1	Interviews Journaling Day in the life of _____ Discussion/debate: values, are they specific to given cultures	Interaction: Révision de Grammaire Française and workbook ; Heinle Supplemental: Littérature Progressive du Français, CLE Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle

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					and Heinle Internet, news and magazine
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading), partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 4	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
FRANCOPHONIE NEGRIUDE Global challenges Narrating in the past Recounting past events Inquiring about past events Rise of the media	Irregular –oire, -re verbs Passé compose with être and avoir Question patterns and adverb use with the passé compose Uses of the	Content 4.0, 4.1 b, d, h, o, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings	ma chronologie personnelle Time Capsule Compare and contrast news as reported in the United States and in France Journaling in telecasts Essay	Interaction: Révision de Grammaire Française and workbook ; Heinle Supplemental: Litterature Progressive du Français, CLE Voyage Perdu, Blaine Ray workshop series

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In France Computerization contemporary France CIVILISATION: La France moderne La Francophonie La Martinique LITTÉRATURE: Sélections of Franco African literature	passé composé Formation of the imperfect Uses of the imperfect The pluperfect Choosing past tenses Dates	4.0, 4.1				Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news, magazines
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading), partner test.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.				
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.					

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Unit 5	4-5 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
LA VIE des JEUNES Describing people and place Making comparisons Describing States and Conditions Lifestyles of young people in the past Lifestyles of young people in contemporary France CIVILISATION: Les Pratiques culturelles Les grands courants artistiques LITTÉRATURE: Selected poetry of Paul Verlaine, Victor Hugh, Arthur Rimbaud	Irregular –ir verbs Descriptive adjectives Il/elle est vs c'est Possessive adjectives Demonstrative adjectives Adverbs Comparative and superlative of adjectives and adverbs Numbers	Content 4.0, 4.1 g, h, i, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1		Research and report : current music, cinema, sports and literary trends in France Compare and contrast: people, films, music, sports	Interaction: Révison de Grammaire Française and workbook ; Heinle Supplemental: Litterature Progressive du Français, CLE Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news and magazine
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading), partner			

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	test. Extension – for high achieving students. Required activities for all honors courses. Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.		

Unit 6	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
IMPRESSIONISME ET L'ART MODERNE CIVILISATION: Les grands Courants Artistiques (cont) L'impressionisme, le surréalisme LITTÉRATURE: Selected poetry from the 19th and 20th century	Impressionism as an artistic, literary and social movement Post Impressionism Art at the turn of the 20th century	Content 4.0, 4.1 b, g, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1	Research and report : French artist of the period Compare and contrast: works of art, artists, artistic movements Comment/observe impressionist art Report / power point presentation impressionist artist or other artist of student's choice Reproduce a work of art	Interaction: Révision de Grammaire Française and workbook ; Heinle Supplemental: Littérature Progressive du Français, CLE Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Artful Instruction, masters of impressionism

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						Internet, news, magazines
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading), partner test.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.				
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.					

Unit 7	4-5weeks				
	Key Terms	Standards*	Model Tasks**		Tools & Text
DÉCOUVRIR ET SE DÉCOUVRIR Narrating the future Talking about plans Describing wishes and regrets Describing relationships	Formation of the future and the future perfect Uses of the future and the future perfect Formation of the conditional and the past conditional Uses of the conditional and the	Content 4.0, 4.1 a, b, d, e, h, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings	Presentations/writing task: Ma vie virtuelle Ma vie idéale Si j'étais né(e)... (noir/blanc en afrique du sud Debate ; Policy regarding immigration Discussion : racism and tolerance		Interaction: Révison de Grammaire Française and workbook ; Heinle Supplemental: Litterature Progressive du Français, CLE

Course Title	Title				Course Code	Code
between events Personal and public identities: alienation and assimilation, immigration, multiculturalism in contemporary France CIVILISATION: La France Moderne, Un pari politique et culturel	past conditional	4.0, 4.1				Civilisation progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news, magazine
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored				
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.				
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.					

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Unit 8	4-5 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
LA QUETE DE SOI Self discovery :rites of passage, éducation, Friendship and love Belief and value systems Government and justice LITTÉRATURE: Le Petit Prince	Le Petit Prince Recognizing the Passe simple Review: passé compose, imparfait, plus-que-parfaot	Content 4.0, 4.1 a, b, d, e, h, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1		Journaling Act a scene from the text Create a new planet and persona whom the little prince meets as a skit or essay Discussion: self discovery	Interaction: Révision de Grammaire Française and workbook ; Heinle The Little Prince, St Exupery
Differentiation	Support -- for students who are struggling with the content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				