

## Essential Standards Chart: What is it we expect students to learn?

Standard/ Description	Example/ Rigor	Prior Skills Needed	Common Assessment	When Taught?	Enrichment
<b>Susan Hoffman-Wells</b>					
Grade: 9-12	Subject: <b>French 1</b>	Semester	2011-2012	Team Members:	
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>	<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</b>	<b>What assessment(s) will be used to measure student mastery?</b>	<b>When will this standard be taught?</b>	<b>What will we do when students have learned the essential standard(s)?</b>
<p>#1 <b><u>French Sounds</u></b> Function</p> <ul style="list-style-type: none"> <li>I can produce sounds specific to the French language.</li> </ul>	<ul style="list-style-type: none"> <li>When spelling a word out loud, a proficient student is able to use the French alphabet as well as the names of the French accents.</li> <li>When pronouncing words and phrases, a proficient student is able to apply rules relating to consonant and vowel sounds.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Comparison of the letter and the sound similarities between English and French</li> <li>Sounds that do not exist in the English language</li> <li>Diacritical marks (the accents) used in representing sounds in writing</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Pronunciation of the alphabet</li> <li>Pronunciation of sounds peculiar to the language</li> <li>Pronunciation of diacritical marks (the accents)</li> </ul> <p><b>For Accuracy in Communication</b></p> <ul style="list-style-type: none"> <li>Rules of pronunciation relating to consonants and vowels</li> <li>Rules of elision and liaison</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing summative assessments on the speaking and writing portions of lesson tests and semester exams.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing during the entire course with emphasis in weeks 1 &amp; 2 of the 1<sup>st</sup> semester.</li> </ul>	

<p><b>#2 <u>Introduction &amp; Acquaintance</u></b> Function</p> <ul style="list-style-type: none"> <li>I am able to introduce myself and complete a simple conversation with a new acquaintance.</li> </ul>	<ul style="list-style-type: none"> <li>A proficient student can interact with others by conducting simple conversations about greetings, names, age, origin, likes &amp; dislikes, and activities.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Body language used when greeting others</li> <li>Difference between formal and informal conversations</li> <li>Differences in choice of verb usage for greetings and ages</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Vocabulary used for greetings and farewells</li> <li>Vocabulary used to exchange information about names, ages, origins, and school life</li> <li>Vocabulary used to describe likes and dislikes</li> <li>Vocabulary used to describe activities</li> <li>Vocabulary used for indicating origin and location</li> </ul> <p><b>For Accuracy in Communication</b></p> <ul style="list-style-type: none"> <li>Spellings and pronunciation of irregular verbs aller, être, and avoir in the present tense.</li> <li>Rules of word order in statements and questions</li> <li>Negative construction of verbs</li> <li>Usage of the immediate future verb tense</li> <li>Rules of preposition usage with expressions of origin</li> <li>Gender rules in vocabulary usage</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension Test</li> <li>Written Dialogue Test</li> <li>Speaking Presentation Test</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1</li> </ul>	
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<p><b>#3 <u>Family and Friends</u></b> Function</p> <ul style="list-style-type: none"> <li>I am able to comprehend and communicate information about family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>When listening, speaking, and writing, a proficient student can understand or present a simple conversation or text about a friend or family member that includes information about relationships, age, physical traits, personality traits, status or profession, and personal interests or hobbies.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Importance of family in French culture.</li> <li>Stereotypical comparisons of sports and recreational activities</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Vocabulary for family relationships</li> <li>Vocabulary for physical traits</li> <li>Vocabulary for personality traits</li> <li>Vocabulary concerning basic status or profession</li> <li>Vocabulary for sports and common activities</li> <li>Vocabulary for numbers 1-100 in reference to age and dates</li> <li>First and third person possessive adjectives used to identify people</li> <li>Expressions relating to likes, dislikes, activities, and hobbies</li> </ul> <p><b>For Accuracy in Communication</b></p> <ul style="list-style-type: none"> <li>Gender forms of nouns and adjectives</li> <li>Usage of irregular verbs to have, to be and to do</li> <li>Usage of verbs used in describing interests and likes</li> </ul>	<ul style="list-style-type: none"> <li>Tests that include receptive and productive proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 &amp; 2</li> </ul>	
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**#4 Comprehension and Production of Novice French Text or Dialogue**

**Function**

- I am able to comprehend, write, and speak with well-practiced French words and phrases dealing with elements of daily life.
- I am able to present simple texts and dialogues in culturally authentic ways.

- **Comprehension** – When reading or listening to a text or dialogue, a proficient student can understand most of the words and phrases that they have learned which deal with discrete elements of life.
- **Production of vocabulary** – When speaking or writing, a proficient student can use the words and phrases that they have learned in simple sentences.
- **Usage of structure** -- When producing simple sentences in written text or spoken responses, a proficient student can use the grammar structure that best supports the communication.

**For Cultural Knowledge**

- Associate certain products, practices, and perspectives spoken or written about in communication with the French Culture.
- Recognize similarities and differences with the French culture and among students' own culture.

**For Meaning in Communication**

- Vocabulary related to distinguishing different persons; man, woman, boy, girl, etc.
- Vocabulary concerning daily life

**For Accuracy in Communication**

- Rules for word order in sentence structure
- Spelling of verbs by person and tense as supports the text or dialogue

- Receptive and Productive Proficiency Sections contained on Final Exams

- Ongoing during the entire course

**#5 Dates & Time**

**Function**

- I am able to use a calendar and a clock to communicate times, dates, and special events.

- A proficient student can point out dates and events on a French calendar.
- A proficient student can read a clock and state the time in French.
- A culturally proficient student recognizes similarities and differences between the French culture and their own culture relating to special events and holidays.

**For Cultural Knowledge**

- Sequence of expressing dates
- Differences between calendar and clock formats
- Holidays that are unique to the French culture
- Holidays that are celebrated in both cultures
- Usage of the 24 hour clock

**For Meaning in Communication**

- Vocabulary relating to months and days of the week
- Vocabulary relating to expressing specific dates and times
- Vocabulary relating to time sequences (yesterday, today, tomorrow)
- Vocabulary for communicating about birthdays and holidays

**For Accuracy in Communication**

- Rules of word order for expressing dates
- Correct usage of numbers when expressing dates and times
- Correct usage of irregular verbs être and avoir with date and time expressions
- Correct usage of prepositions needed for time expressions

- Listening Comprehension Test
- Vocabulary Spelling Test
- Speaking Test

- Semester 2

<p><b>#6 Questions</b> Function</p> <ul style="list-style-type: none"> <li>I am able to understand, ask, or answer simple questions dealing with elements of daily life.</li> </ul>	<ul style="list-style-type: none"> <li>When listening or reading, a proficient student can understand most of the words and phrases that they have learned in the form of questions and answers.</li> <li>When speaking or writing, a proficient student can use the words and phrases that they have learned to formulate questions and answers to questions.</li> <li>When speaking or writing, a proficient student can produce a question or response using the grammar structure that best supports the communication.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Formal and informal questions</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Vocabulary used for creating questions</li> <li>Vocabulary concerning daily life</li> </ul> <p><b>For Accuracy in Communication</b></p> <ul style="list-style-type: none"> <li>Rules for word order in questions</li> <li>Different forms of questions</li> </ul>	<ul style="list-style-type: none"> <li>Receptive and Productive Question sections of Tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing during the entire course</li> </ul>	
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<p><b>#7 Directions and Instructions</b> Function</p> <ul style="list-style-type: none"> <li>I am able to understand simple directions or commands given in French.</li> </ul>	<ul style="list-style-type: none"> <li>When listening to French, a proficient student can understand most of the words and phrases that they have learned in the form of commands or directions.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Body language used when giving directions</li> <li>Formal and informal conversation</li> <li>Concept of singular or plural in commands</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Vocabulary concerning daily life</li> <li>Vocabulary for classroom related commands</li> <li>Imperative form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Receptive section of Tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing during the entire course with emphasis in first semester</li> </ul>	
<p><b>#8 French Culture Connections and Comparisons</b> Function</p> <ul style="list-style-type: none"> <li>I am able to identify the relationship between French products, practices and perspectives with my own culture.</li> </ul>	<ul style="list-style-type: none"> <li>A culturally proficient student can identify some French products, practices and common perspectives and compare them with their own culture.</li> <li>A culturally proficient student can identify some geographic, historic, artistic, social and or political features of the French-Speaking World.</li> </ul>	<p><b>For Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>Location of French-Speaking countries on a map</li> <li>Names of countries in French versus English</li> <li>Capital cities for countries</li> <li>Regions of France</li> <li>French history</li> <li>French social customs</li> <li>French policies</li> <li>French traditions</li> <li>Various French products (specific food, music, art, film, literature, fashion, etc.)</li> </ul> <p><b>For Meaning in Communication</b></p> <ul style="list-style-type: none"> <li>Vocabulary used for describing French products, practices and perspectives in French</li> </ul>	<ul style="list-style-type: none"> <li>Culture Sections of Tests and Final Exams</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing during the entire course</li> </ul>	