



Stockton Unified School District

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

| Grade: | 9-12 | Subject: | French 1 | Semester: | 1-2 | Team Members: | Brandon Figaro | | |
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| | | | | | | | Text: D'accord 1 : Chapters 1-4 | | |
| Standard Description | | Example Rigor | | Prerequisite Skills | | Common Assessment | | When Taught? | Extension Standards |
| What is the essential standard to be learn need? Describe in student-friendly vocabulary. | | What does proficient student work look like? Provide an example and/or description. | | What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard? | | What assessment(s) will be used to measure student mastery? | | When will this standard be taught? | What will we do when students have learned the essential standard(s)? |
| <p>Preliminary skill Introduction to the French World SWBAT identify and label French Speaking Countries with their capitals on a map.</p> <p>Greetings and goodbyes, identifying yourself to others, courtesy expressions and the French alphabet pronunciation -Students will know the correct form to greet people formally and informally by using proper</p> | | <p>-Proficient students will be able to name and label French Speaking Countries/capitals.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can name all French Speaking countries with its capital. I can label the French speaking countries on a map. <p>A proficient student will use verbs, articles, adjectives, and nouns in everyday writing activities and in conversation while collaborating with peers.</p> <p>I can statements:</p> | | <ul style="list-style-type: none"> Cornell/Focus Notes Labeling of Maps Cultural research projects <ul style="list-style-type: none"> Basic vocabulary (greetings, goodbyes, descriptive adjectives) | | <ul style="list-style-type: none"> White boards Bell work Class presentations Informal assessments Tickets out the door Online quiz(es) Formative/summative exam | | <p>Essential #1 A & #1B Target months August through September; but it continues throughout the year as embedded activities for mastery</p> | <p>Proficient students will use vocabulary, spelling, and pronunciation in sentences and short writings. They will also mark and chart the text when students critically read culture related articles regarding French speaking countries and their forms of greetings.</p> <p>Students who have a greater understanding of verb conjugations in the present tense will extend their knowledge by using conjugated verbs in sentences throughout the year.</p> |

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| <p>vocabulary and use proper pronunciation when speaking.</p> <p>-Students will identify and use appropriate articles, nouns and adjectives in daily conversations, writing activities and oral response questions.</p> <p>Present tense conjugations of the verb Être: to be</p> <p>Nouns and articles, and numbers 0-60.</p> <p>Communication 1.1, 1.2, 1.3, 1.4 Comparisons 4.1, 4.2</p> <p>Present Tenses regular –er, verb conjugations, numbers 0-60 and forming questions & sentences in using the verbs Être and Avoir.</p> <p>-Students will know how to conjugate regular –er verbs and the irregular verb AVOIR in the present tense and be</p> | <ul style="list-style-type: none"> • I can greet someone in French informally and formally. • I can use a variety of vocabulary and expressions to greet people • I can conjugate and use the verb Être in the present tense. • I can identify the verb Être according to its subject pronoun. • I can use articles and adjectives properly demanding on their number and gender. <p>A proficient student will identify, pronounce, spell, and count numbers 0-100</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can count and identify numbers 0 to 60 both in digit and written form. | <ul style="list-style-type: none"> • Present tense of irregular verb Être • Noun & gender agreement • Adjective-noun Agreement • Definite and indefinite articles • Collaborative skills • Basic numbers (0-60) • Cornell notes • Verb stems • Comparing/contrasting Present tense <ul style="list-style-type: none"> • Cornell Notes • Present tense of regular -er verb conjugations • Noun & gender agreement • Adjective-noun | <ul style="list-style-type: none"> • White boards-informal testing • Bell work • Class presentations • Online quiz (formal and informal) • Ticket out the door • Formatives • Class dialogues | <p><u>Begin Essential #2 A & #2B in mid</u></p> <p>October and continuing throughout the year, but finishing the essential by the end of December.</p> | <p>Students who have a greater understanding of Verb conjugations in the present tenses (regular and irregular form) will extend their knowledge by using these conjugated verbs in sentences and in oral activities throughout the year.</p> |
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| <p>able to use verbs in sentence structures.</p> <p>-Students will know how to ask questions and express negation.</p> <p>-Students will know how to tell time in complete French sentences.</p> <p>Communications 1.1, 1.2, Comparisons 4.1</p> | <ul style="list-style-type: none"> I can tell time in French. I can conjugate and use the verbs Être and Avoir. <p>A proficient student will conjugate verbs and use them in complete French sentences in writing activities and conversation with teacher and peers as they collaborate together using numbers 0-60 and use the verbs ÊTRE and AVOIR correctly.</p> | <p>Agreement- review</p> <ul style="list-style-type: none"> Definite and indefinite articles-review Knowledge of numbers 0-60-review Asking questions and expressing negation Verb Avoir Telling Time | | | |
| <p>Descriptive adjectives, Possessive adjectives, Numbers 61-100 and prepositions of location and disjunctive pronouns</p> <p>Writing Process and structure</p> <p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2</p> | <p>Proficient students will be able to use descriptive and possessive adjectives and conjugate correctly, be able to recognize and count #'s from 0-100, and use prepositions of location and disjunctive pronouns correctly.</p> <p>I can statements:</p> | <ul style="list-style-type: none"> Cornell notes Verb conjugation charts Work in collaborative groups or pairs Dialogue writing and Supersite activities | <ul style="list-style-type: none"> Verb drills Sentences starters with appropriate verb Informal and formal quizzes and test Ticket out the door Class dialogues | <p>Essential #3A & #3B begin in January/February, but continuing throughout the year as imbedded lessons.</p> | <p>Students who have a greater understanding of descriptive & possessive adjective, numbers 0-100, and prepositions of location and disjunctive pronouns extend their knowledge by using these numbers, adjectives, prepositions, and pronouns in</p> |

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| | <ul style="list-style-type: none"> I can use and differentiate between descriptive and possessive adjectives. I can identify and recognize numbers higher than 61+. | | | | sentences throughout the year. |
| <p>Present tense of the verb Aller and the near future tense</p> <p>Interrogative words</p> <p>Present tense of the verbs prendre, boire, and partitives</p> <p>-Present tense IR verbs</p> <p>Communications 1.1, 1.2, 1.3</p> <p>Comparisons 4.1, 4.2</p> | <p>Proficient students will be able to use the present tense of the verb Aller in expressing the near future tense, ask questions using interrogative words, and use the irregular verbs prendre and boire, as well as partitive articles.</p> <p>I can Statements:</p> <ul style="list-style-type: none"> I can conjugate and use the irregular verb Aller and form the near future tense. I can ask questions that require more than a yes or no | <ul style="list-style-type: none"> Cornell notes Verb conjugation charts Comparing/contrasting the irregular and regular verbs Work in collaborative groups or pairs Dialogue writing and Supersite activities | <ul style="list-style-type: none"> Verb drills Sentences starters with appropriate verb Informal and formal quizzes and test Ticket out the door Class dialogues | <p>Essential #4 A & #4B</p> <p>Begin in March/April starting focus but strategies will be applied throughout the year as embedded skills. Finish in May.</p> | Students who have a greater understanding of the verb Aller, near future tense, interrogative words, irregular verbs prendre and boire, as well as partitive articles will extend their knowledge by using these in oral, and written sentences throughout the year. |

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| | <p>answer.</p> <ul style="list-style-type: none"> I can use interrogative words and change the intonation of the word. I can conjugate and use the irregular verbs prendre and boire with partitives. I can conjugate and use the regular verbs -ir verbs. | | | | |
| <p>Panorama & Flash Cultura: Students will critically read about the geography, the history, and the particular culture of French speaking countries around the world.</p> <p>Students will Analyze a particular point of view or cultural experience reflected in a work of French literature.</p> <p>Communication 1.1, 1.2, 1.3 Cultures 2.1, 2.2, 2.3 Connections 3.1, 3.2 Comparisons 4.1, 4.2 Literacy RL 9-10.6</p> | <p>A proficient student will demonstrate understanding of marking and charting different aspects of French speaking countries' culture through readings and the class discussions while collaborating with peers.</p> | <ul style="list-style-type: none"> Marking and charting Making Inferences and analyzing Graphic organizers Comparing & contrasting different cultural aspects in French speaking countries and the U.S. in their Focus notes | <ul style="list-style-type: none"> Informal observations/ticket out the door End of the year project Class presentations Final exam | <p>Throughout the year- each essential has a French Speaking country to focus on:</p> <p>USA and Canada France and Switzerland Madagascar and Congo Haiti and Guadeloupe</p> | <p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts throughout the year.</p> |

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| <p>Writing Process Communication 1.3 Students will learn the basic structure of a composition in French</p> | <p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in French.</p> | <p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in sentences, transitional words, body, conclusion</p> <ul style="list-style-type: none"> • 3 key star outline • Self-evaluating • Revising • Peer-editing • Philosophical chairs • Socratic seminar | <ul style="list-style-type: none"> • Bell work (writing) • Informal observations • Short essay questions • Peer analysis • Final draft | <p>Throughout the year</p> | <p>Proficient students will extend their writing skills by critically reading articles and stories in French and exploring different writing styles and purposes of writing.</p> |

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