



Stockton Unified School District

EDISON HIGH SCHOOL

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

Grade:	9-12	Subject:	French 2	Semester	1-2	Team Members:	Brandon Figaro		
							Text: D'accord 1 : Chapters 5-8		
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>Present tense: The verb Faire Students will be able to use the verb FAIRE in the present tense to form complete sentences.</p> <p>Present tense: Irregular –ir verbs SWBAT use irregular –ir verbs to form complete sentences.</p> <p>Numbers 101 and higher SWBAT identify, pronounce, spell, and count numbers 101 and higher.</p> <p>Spelling-change -er verbs SWBAT recognize and use/conjugate spelling change –er verbs</p>		<p>A proficient student will use FAIRE, irregular –ir and –er verbs, in everyday writing activities and in conversation while collaborating with peers.</p> <p>A proficient student will identify, pronounce, spell, and count numbers 101 and higher</p>		<ul style="list-style-type: none"> • Basic vocabulary (greetings, goodbyes, descriptive adjectives) • Noun & gender agreement • Collaborative skills • Basic numbers (0-60) • Cornell notes • Verb stems 		<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.</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>Demonstrative adjectives SWBAT use demonstrative adjectives to identify a noun with the French equivalent of <i>this/that</i> and <i>that/those</i>.</p> <p>The past tense with avoir SWBAT express actions or states being completed in the past using the verb avoir.</p> <p>Indirect object pronouns SWBAT express to whom or for whom an action is done using indirect object pronouns.</p> <p>Regular and irregular –re verbs SWBAT to identify, spell, pronounce, and conjugate regular and irregular –re verbs.</p> <p>Communications 1.1, 1.2, Comparisons 4.1</p>	<p>A proficient student will conjugate verbs and use demonstrative adjectives, the past tense with avoir, indirect object pronouns, regular irregular verbs in complete French sentences in writing activities and conversation with teacher and peers as they collaborate together.</p>	<ul style="list-style-type: none"> • Cornell Notes • Present tense of regular and irregular -er verb conjugations • Noun & gender agreement • Adjective-noun Agreement- review • Definite and indefinite articles-review • Asking questions and expressing negation • Verb Avoir • Telling Time 	<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>Begin Essential #2 A & #2B in mid 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), the past tense with avoir, and indirect object pronouns will extend their knowledge by using these conjugated verbs in sentences and in oral activities throughout the year.</p>
<p>The past tense with the verb Être SWBAT form the past tense using the verb Être</p>	<p>Proficient students will be able to form complete</p>	<ul style="list-style-type: none"> • Cornell notes • Verb conjugation charts 	<ul style="list-style-type: none"> • Verb drills • Sentences starters with appropriate verb • Informal and formal 	<p>Essential #3A & #3B begin in January/February, but continuing throughout the</p>	<p>Students who have a greater understanding of forming the past tense with the verb etre and</p>

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<p>Direct object pronouns SWBAT identify and use direct object pronouns to replace direct object nouns Comparisons 4.1, 4.2</p>	<p>sentences in the past tense using the verb Être and complete sentences using direct object pronouns.</p>	<ul style="list-style-type: none"> • Work in collaborative groups or pairs • Dialogue writing and Supersite activities 	<p>quizzes and test</p> <ul style="list-style-type: none"> • Ticket out the door • Class dialogues 	<p>year as imbedded lessons.</p>	<p>direct object pronouns will extend their knowledge by forming sentences using appropriate verbs, verb forms, and pronouns in sentences throughout the year.</p>
<p>Adverbs SWBAT describe how, when, and where actions take place in French.</p> <p>The imparfait SWBAT recognize and use the imperfect tense to describe actions which have taken place habitually in the past.</p> <p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2</p>	<p>Proficient students will be able to use adverbs to form complete sentences. They will also be able to use the imperfect tense to talk about past actions and descriptions.</p>	<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 Begin in March/April starting focus but strategies will be applied throughout the year as embedded skills. Finish in May.</p>	<p>Students who have a greater understanding of adverbs and the imperfect tense will extend their knowledge by using these in oral, and written sentences throughout the year.</p>
<p>Panorama & Flash Culture: Students will critically read about the geography, the history, and the particular</p>	<p>A proficient student will demonstrate understanding of marking and charting different</p>	<ul style="list-style-type: none"> • Marking and charting • Making Inferences and analyzing • Graphic organizers • Comparing & contrasting 	<ul style="list-style-type: none"> • Informal observations/ticket out the door • End of the year project • Class presentations 	<p>Throughout the year- each essential has a French Speaking country or region to focus on:</p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel</p>

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<p>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>aspects of French speaking countries' culture through readings and the class discussions while collaborating with peers.</p>	<p>different cultural aspects in French speaking countries and the U.S. in their Focus notes</p>	<ul style="list-style-type: none"> • Final exam 	<p>Les Pays de la Loire Le Centre Provence-Alpes-Côte d'azur Rhône-Alpes Aquitaine Midi-Pyrenees Languedoc-Roussillon L'Alsace La Lorraine</p>	<p>excerpts throughout the year.</p>
<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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