

2010

# FRENCH IV CURRICULUM



Curriculum Writer: Lisa DiPaola

BARRINGTON PUBLIC SCHOOLS

6/1/2010

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p><b>1. COMMUNICATION</b></p> <p>1.1 Provides and obtains information, expresses feelings and emotions, and exchanges opinions (speaking)</p>		<p><b>The student</b></p> <p>1.1.1 Applies all the benchmarks from French I, II, and III</p> <p>1.1.2 Employs vocabulary and grammar to discuss literature in historical periods</p> <p>1.1.3 Uses French to:</p> <ul style="list-style-type: none"> <li>• problem solve in personal and classroom situations</li> <li>• express conceptual understanding of information</li> <li>• justify and support opinions</li> <li>• develop complete ideas and connected thoughts</li> <li>• discuss literature</li> </ul> <p>1.1.4 Pronounces accurately and fluidly with appropriate pauses and intonation</p> <p>1.1.5 Distinguishes between tenses, mood, and voices</p> <p>1.1.6 Exhibits logical organization and language use, appropriate to audience, context, and purpose (GSE, OC-10-2.1)</p>	<p><u><b>DISTRICT INITIATIVES &amp; RESEARCH</b></u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> </ul>	<p><u><b>Textbooks</b></u></p> <ul style="list-style-type: none"> <li>• <u>Trésors du temps</u></li> <li>• <u>Trésors du temps Workbook</u></li> <li>• <u>Le Petit Prince</u></li> <li>• <u>Le Petit Prince Workbook</u></li> </ul> <p><u><b>Supplementary books/materials</b></u></p> <ul style="list-style-type: none"> <li>• Language tapes</li> <li>• French dictionaries</li> </ul> <p><u><b>Ancillary Materials</b></u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>• _/bell ringer reviews</li> <li>• communicative activities</li> <li>• language lab cassettes/ CDs</li> <li>• overhead transparencies</li> <li>• student workbook</li> <li>• tape manual</li> <li>• video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li>• <i>Realia</i> e.g.             <ul style="list-style-type: none"> <li>• advertisements</li> <li>• currency</li> <li>• current events</li> <li>• menus</li> <li>• recipes</li> </ul> </li> </ul> <p><u><b>Technology</b></u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and</li> </ul>	<p><u><b>REQUIRED</b></u></p> <ul style="list-style-type: none"> <li>• Midyear exam</li> <li>• Comprehensive course assessment</li> <li>• Common tasks (Vacation)</li> <li>• Formative assessments</li> </ul> <p><u><b>SUGGESTED</b></u></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> </ul>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>creating opportunities for peer and self-assessment</li> <li>facilitating an environment conducive to risk taking</li> <li>engendering curiosity</li> <li>providing opportunities for simple dictation</li> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>	<p>markers</p> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Field trips</li> </ul>	<ul style="list-style-type: none"> <li>Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>1. COMMUNICATION</b></p> <p>1.2 Understands and interprets written and spoken French on a variety of topics (listening)</p>		<p><b>The student</b></p> <p>1.2.1 Applies all the benchmarks from French I, II, and III in greater depth, content, and complexity</p> <p>1.2.2 Recognizes the distinction between the various tenses and moods, e.g. indicative vs. subjunctive</p> <p>1.2.3 Understands historic events in time periods studies, e.g. B.C. to 19th Century</p> <p>1.2.4 Understands perspective of people in historical France from B.C. to 19th Century</p> <p>1.2.5 Follows and understands spoken instructions in French</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li><u>Trésors du temps</u></li> <li><u>Trésors du temps Workbook</u></li> <li><u>Le Petit Prince</u></li> <li><u>Le Petit Prince Workbook</u></li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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		<p>1.2.6 Understands grammatical terminology in French</p> <p>1.2.7 Understands core historical vocabulary</p> <p>1.2.8 Recognizes some French humor and play on words</p>	<p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.)</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended                             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks                             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and persuasive)</li> <li>• Expressive (reflective writing)</li> </ul>
<p><b>1. COMMUNICATION</b></p> <p>1.2 Understands written French on a variety of topics (reading)</p>		<p><b>The student</b></p> <p>1.2.9 Applies all the benchmarks from French I, II , and III in greater depth, content, and complexity</p> <p>1.2.10 Employs reading strategies with</p>	<p><u><b>DISTRICT INITIATIVES &amp; RESEARCH</b></u></p> <p><b>Applies Principles of Learning (POL) ©</b></p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> </ul>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li>• <u>Trésors du temps</u></li> <li>• <u>Trésors du temps Workbook</u></li> <li>• <u>Le Petit Prince</u></li> <li>• <u>Le Petit Prince Workbook</u></li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>• Language tapes</li> <li>• French dictionaries</li> </ul> <p><u>Ancillary Materials</u></p>	<p><u><b>REQUIRED</b></u></p> <ul style="list-style-type: none"> <li>• Midyear exam</li> <li>• Comprehensive course assessment</li> <li>• Common tasks (Vacation)</li> <li>• Formative assessments</li> </ul> <p><u><b>SUGGESTED</b></u></p> <p><b>Anecdotal records</b></p>

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		<p>historical selections from the text</p> <p>1.2.11 Uses context clues to read for a variety of purposes in order to:</p> <ul style="list-style-type: none"> <li>• increase vocabulary</li> <li>• gain understanding</li> <li>• appreciate the experience of others</li> <li>• reinforce the conventions of the language</li> </ul> <p>1.2.12 Recognizes differences in the historical evolution of the French through textbook readings</p> <p>1.2.13 Reads French websites as a supplement to classroom debates/discussion</p> <p>1.2.14 Employs appropriate reading</p> <ul style="list-style-type: none"> <li>• strategies e.g. summarizing and paraphrasing</li> <li>• jig saw reading</li> <li>• think pair share</li> <li>• read aloud</li> <li>• guessing meaning</li> <li>• skimming and scanning from context, activating prior knowledge</li> </ul> <p>1.2.15 Reads for a variety of purposes to:</p> <ul style="list-style-type: none"> <li>• increase vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-</li> </ul>	<p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>• _bell ringer reviews</li> <li>• communicative activities</li> <li>• language lab cassettes/ CDs</li> <li>• overhead transparencies</li> <li>• student workbook</li> <li>• tape manual</li> <li>• video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li>• <i>Realia</i> e.g. <ul style="list-style-type: none"> <li>• advertisements</li> <li>• currency</li> <li>• current events</li> <li>• menus</li> <li>• recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> </ul>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>gain understanding</li> <li>discuss the experience of others</li> <li>reinforce the conventions of the language (GLE,W-8-2.3)</li> </ul> <p>1.2.16 Speaks and/or writes in response to reading (GLE W-8-2.1)</p>	<ul style="list-style-type: none"> <li>assessment</li> <li>facilitating an environment conducive to risk taking</li> <li>engendering curiosity</li> <li>providing opportunities for simple dictation</li> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>		<ul style="list-style-type: none"> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>1. COMMUNICATION</b></p> <p>1.3 Presents information concepts, and ideas in French to an audience of listeners or readers (writing)</p>		<p><b>The student</b></p> <p>1.3.1 Applies all the benchmarks from French I, II, III in greater depth, content, and complexity</p> <p>1.3.2 Uses the</p> <ul style="list-style-type: none"> <li>prewriting</li> <li>drafting</li> <li>revising</li> <li>editing</li> <li>critiquing</li> </ul> <p>to produce final drafts of written products (GSE, W-10-10)</p> <p>1.3.3 Writes paragraphs and papers using simple and complex sentences and the historical vocabulary to (GSE,W-10 -1-1.1)</p> <ul style="list-style-type: none"> <li>express developed ideas</li> <li>synthesize information to respond to literature</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li><u>Trésors du temps</u></li> <li><u>Trésors du temps Workbook</u></li> <li><u>Le Petit Prince</u></li> <li><u>Le Petit Prince Workbook</u></li> </ul> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><b>Ancillary Materials</b></p> <p><b>Bon Voyage</b></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><b>Realia</b> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p>

# FRENCH IV CURRICULUM

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>1.3.4 Uses correct spelling, punctuation, grammar, and other language conventions</p> <p>1.3.5 Utilizes writing conventions, e.g., indenting, main idea, supporting detail</p> <p>1.3.6 Applies rules of target language to correct grammatical errors (GSE, W-10-9-1)</p> <p>1.3.7 Applies conventional and word derivatives, spelling patterns/rules (GSE, W-10-9.5)</p> <p>1.3.8 Uses correctly spell grade appropriate high frequency words and applies conventional spelling patterns/rules (GLE W-7-9-5), including accent marks</p>	<p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><b>School library</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.)</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended                             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks                             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and persuasive)</li> <li>• Expressive (reflective writing)</li> </ul>
<p><b>2. CULTURES</b></p> <p>2.1 Demonstrates an understanding of the relationship between the practices/customs and perspectives/points of view of the Francophone</p>		<p><b>The student</b></p> <p>2.1.1 Applies all benchmarks in Cultures from French I, II, and III</p> <p>2.1.2 Discusses and analyzes the <b>history of France</b> through <b>literature pieces and historical</b></p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p>Differentiates instruction by varying the content,</p>	<p><b><u>Textbooks</u></b></p> <ul style="list-style-type: none"> <li>• <u>Trésors du temps</u></li> <li>• <u>Trésors du temps Workbook</u></li> <li>• <u>Le Petit Prince</u></li> <li>• <u>Le Petit Prince Workbook</u></li> </ul> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• Language tapes</li> <li>• French dictionaries</li> </ul> <p><b><u>Ancillary Materials</u></b></p> <p><b><u>Bon Voyage</u></b></p> <ul style="list-style-type: none"> <li>• _bell ringer reviews</li> <li>• communicative activities</li> </ul>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Midyear exam</li> <li>• Comprehensive course assessment</li> <li>• Common tasks (Vacation)</li> <li>• Formative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
world		<p><b>facts</b> in the target language</p> <p>2.1.3 Understands the impact of <b>religious</b> and <b>political controversy</b> on French society</p> <p>2.1.4 Recognizes the role of social status and mores</p>	<p><b>process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• language lab cassettes/ CDs</li> <li>• overhead transparencies</li> <li>• student workbook</li> <li>• tape manual</li> <li>• video &amp; workbook</li> <li>• <i>Realia</i> e.g.               <ul style="list-style-type: none"> <li>• advertisements</li> <li>• currency</li> <li>• current events</li> <li>• menus</li> <li>• recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended               <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks               <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and</li> </ul>



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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
					<ul style="list-style-type: none"> <li>persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>2. CULTURES</b></p> <p>2.2 Demonstrates an understanding of the relationship between the products (e.g. arts artifacts) and perspectives (points of view) of the culture studied</p>		<p><b>The student</b></p> <p>2.2.1 Applies all benchmarks in Cultures from French I, II, and III</p> <p>2.2.2 Explores the art, music, and literature that define the Francophone cultures, (e.g. Molière)</p> <p>2.2.3 Explores historical and social issues in France</p> <p>2.2.4 Understands the influence of codes of honor and fleur-de-lis</p> <p>2.2.5 Understands the function of costume/dress, e.g.</p> <ul style="list-style-type: none"> <li>social status</li> <li>profession</li> <li>religion</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree), relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication</li> <li>critical thinking</li> <li>research</li> <li>reflection/evaluation</li> </ul> <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> <li>facilitating paired dialogues</li> <li>modeling accurate language</li> <li>providing authentic models</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Trésors du temps</li> <li>Trésors du temps Workbook</li> <li>Le Petit Prince</li> <li>Le Petit Prince Workbook</li> </ul> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><b>Ancillary Materials</b></p> <p><b>Bon Voyage</b></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li>Realia e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>Language Lab (BHS only)</li> <li>CDs, tapes</li> <li>Computer lab</li> <li>LCD projector/ laptop</li> <li>Elmo</li> <li>VCR/DVD</li> <li>Internet</li> <li>Smart Board</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Clocks</li> <li>Flashcards</li> <li>Maps/globe</li> <li>Picture cards</li> <li>Situation aids</li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Pronunciation</li> <li>Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>On demand</li> <li>Extended <ul style="list-style-type: none"> <li>Francophone world, art, Vacations</li> </ul> </li> <li>Common Tasks <ul style="list-style-type: none"> <li>Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>critiquing &amp; correcting</li> <li>creating opportunities for peer and self-assessment</li> <li>facilitating an environment conducive to risk taking</li> <li>engendering curiosity</li> <li>providing opportunities for simple dictation</li> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>White boards with erasers, and markers</li> </ul> <p><u>School library</u> <u>Community</u></p> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Field trips</li> </ul>	<ul style="list-style-type: none"> <li>Oral presentation</li> <li>Writing</li> <li>Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>3. CONNECTIONS</b></p> <p>3.1 Reinforces and furthers their knowledge of other disciplines through the study of French</p>		<p><b>The student</b></p> <p>3.1.1 Applies all benchmarks in Connections from French I, II, and III</p> <p>3.1.2 Analyzes history and art via French literature and textbook reading, e.g. classical, neoclassical and Renaissance periods</p> <p>3.1.3 Uses parts of speech including</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verbs</li> <li>subjects</li> <li>adjectives</li> <li>pronouns</li> <li>interrogatives</li> <li>possessives</li> <li>articles</li> </ul>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree)</p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li>Trésors du temps</li> <li>Trésors du temps Workbook</li> <li>Le Petit Prince</li> <li>Le Petit Prince Workbook</li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><u>Ancillary Materials</u> <u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> </ul>	<p><u>REQUIRED</u></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><u>SUGGESTED</u></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

# FRENCH IV CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• adverbs</li> <li>• demonstratives</li> <li>• object pronouns</li> <li>• double pronouns</li> <li>• participle</li> <li>• infinitive</li> <li>• voice</li> </ul> <p>3.1.4 Applies a format and text structure appropriate to the purpose of the writing (ELA, E2 and GSE, W-10-1.4), e.g.</p> <ul style="list-style-type: none"> <li>• problem/solution</li> <li>• compare/contrast</li> <li>• main idea/supporting detail</li> </ul> <p>3.1.5 Employs appropriate reading strategies e.g. French to French definitions, cognates</p> <p>3.1.6 Uses a variety of research strategies and authentic/target language sources ( e.g. French Yahoo)</p>	<p>relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><b>School library</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended                             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks                             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and persuasive)</li> <li>• Expressive (reflective writing)</li> </ul>
<p><b>3. CONNECTIONS</b></p> <p>3.2 Acquires information and recognizes distinctive viewpoints that are only available through the French language and the</p>		<p><b>The student</b></p> <p>3.2.1 Applies all benchmarks in Connections from French I, II, and III</p> <p>3.2.2 Utilizes a variety of <b>research</b></p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Applies <b>Principles of Learning (POL)</b>®</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> </ul>	<p><b><u>Textbooks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Trésors du temps</a></li> <li>• <a href="#">Trésors du temps Workbook</a></li> <li>• <a href="#">Le Petit Prince</a></li> <li>• <a href="#">Le Petit Prince Workbook</a></li> </ul> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>• Language tapes</li> <li>• French dictionaries</li> </ul> <p><b><u>Ancillary Materials</u></b></p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>• Midyear exam</li> <li>• Comprehensive course assessment</li> <li>• Common tasks (Vacation)</li> <li>• Formative assessments</li> </ul> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p>

# FRENCH IV CURRICULUM

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
Francophone culture		<p><b>strategies, e.g.</b></p> <ul style="list-style-type: none"> <li>summarizing</li> <li>paraphrasing</li> <li>note-taking</li> <li>graphic organizing</li> <li>interpreting and analyzing information</li> </ul> <p>3.2.3 Employs appropriate <b>reading strategies</b> e.g.</p> <ul style="list-style-type: none"> <li>summarizing and paraphrasing</li> <li>jig saw reading</li> <li>think pair share</li> <li>read aloud</li> <li>guessing meaning</li> <li>skimming and scanning from context, activating prior knowledge</li> </ul> <p>3.2.4 Recognizing the importance of current events in a global society</p> <p>3.2.5 Analyzing the evolution of political change and its impact, e.g. monarchy to democracy, involvement in the European communities</p> <p>3.2.6 Understands parallel movements in French literature and the arts, e.g. parallel to contemporary culture and personal development</p> <p>3.2.7 Analyzes various perspective</p>	<ul style="list-style-type: none"> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication</li> <li>critical thinking</li> <li>research</li> <li>reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>facilitating paired dialogues</li> <li>modeling accurate language</li> <li>providing authentic models</li> <li>critiquing &amp; correcting</li> <li>creating opportunities for peer and self-assessment</li> <li>facilitating an environment conducive to risk taking</li> <li>engendering curiosity</li> <li>providing opportunities for simple dictation</li> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>	<p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>Language Lab (BHS only)</li> <li>CDs, tapes</li> <li>Computer lab</li> <li>LCD projector/ laptop</li> <li>Elmo</li> <li>VCR/DVD</li> <li>Internet</li> <li>Smart Board</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Clocks</li> <li>Flashcards</li> <li>Maps/globe</li> <li>Picture cards</li> <li>Situation aids</li> <li>White boards with erasers, and markers</li> </ul> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Field trips</li> </ul>	<p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Pronunciation</li> <li>Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>On demand</li> <li>Extended <ul style="list-style-type: none"> <li>Francophone world, art, Vacations</li> </ul> </li> <li>Common Tasks <ul style="list-style-type: none"> <li>Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>Oral presentation</li> <li>Writing</li> <li>Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> </ul>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>through nuisances of language</p> <p>3.2.8 Listens attentively in the target language and analyzes various perspectives, e.g. nuances of language</p>			<ul style="list-style-type: none"> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>COMPARISONS</b></p> <p>4.1 Demonstrates understanding of the nature of language through comparisons of French and their native language</p>		<p><b>The student</b></p> <p>4.1.1 Applies the benchmarks in Comparisons of French I, II, and III</p> <p>4.1.2 Employs non literal translations in contrast to structural patterns in English:</p> <ul style="list-style-type: none"> <li>accurate verb forms</li> <li>tenses</li> <li>moods</li> <li>particles</li> <li>objects</li> <li>pronouns</li> <li>prepositions</li> </ul> <p>4.1.3 Produces more sophisticated language through continued use of cognates, false cognates, and derivatives</p> <p>4.1.4 Compares grammar, linguistic structures, and idioms between French and English</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication</li> </ul>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li><u>Trésors du temps</u></li> <li><u>Trésors du temps Workbook</u></li> <li><u>Le Petit Prince</u></li> <li><u>Le Petit Prince Workbook</u></li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>Language Lab (BHS only)</li> <li>CDs, tapes</li> <li>Computer lab</li> <li>LCD projector/ laptop</li> <li>Elmo</li> <li>VCR/DVD</li> <li>Internet</li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Pronunciation</li> <li>Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>On demand</li> <li>Extended <ul style="list-style-type: none"> <li>Francophone</li> </ul> </li> </ul>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>critical thinking</li> <li>research</li> <li>reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices e.g.,</b></p> <ul style="list-style-type: none"> <li>facilitating paired dialogues</li> <li>modeling accurate language</li> <li>providing authentic models</li> <li>critiquing &amp; correcting</li> <li>creating opportunities for peer and self-assessment</li> <li>facilitating an environment conducive to risk taking</li> <li>engendering curiosity</li> <li>providing opportunities for simple dictation</li> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Smart Board</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Clocks</li> <li>Flashcards</li> <li>Maps/globe</li> <li>Picture cards</li> <li>Situation aids</li> <li>White boards with erasers, and markers</li> </ul> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Field trips</li> </ul>	<p style="text-align: right;">world, art, Vacations</p> <ul style="list-style-type: none"> <li>Common Tasks                             <ul style="list-style-type: none"> <li>Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>Oral presentation</li> <li>Writing</li> <li>Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>4. COMPARISONS</b></p> <p>4.2 Demonstrates understanding of the concept of culture through the comparisons of Francophone cultures and his/her own</p>		<p><b>The student</b></p> <p>4.2.1 Applies the benchmarks in Comparisons of French I, II, and III</p> <p>4.2.2 Discusses current issues contrasting French and American points of view on current issues</p> <p>4.2.3 Explores the similarities and differences between French and American systems of education and government</p> <p>4.2.4 Compares and contrasts various</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li><u>Trésors du temps</u></li> <li><u>Trésors du temps Workbook</u></li> <li><u>Le Petit Prince</u></li> <li><u>Le Petit Prince Workbook</u></li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g.                             <ul style="list-style-type: none"> <li>advertisements</li> </ul> </li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul>

# FRENCH IV CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>traditions, celebrations, and social events</p> <p>4.2.5 Compares and contrasts religious celebrations</p>	<p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices e.g.,</b></p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• currency</li> <li>• current events</li> <li>• menus</li> <li>• recipes</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><b>School library</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended                             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks                             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and persuasive)</li> <li>• Expressive (reflective writing)</li> </ul>
<b>5 COMMUNITIES</b>		<b>The student</b>	<b>DISTRICT INITIATIVES &amp; RESEARCH</b>	<b>Textbooks</b>	<b>REQUIRED</b>
5.1 Uses the language both		5.1.1 Applies the benchmarks in	<p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Trésors du temps</i></li> <li>• <i>Trésors du temps Workbook</i></li> <li>• <i>Le Petit Prince</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midyear exam</b></li> <li>• <b>Comprehensive course assessment</b></li> </ul>

# FRENCH IV CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
within and beyond the school setting		<p>Communities of French I, II, and III</p> <p>5.1.2 Accesses international media and the arts through Internet resources</p> <p>5.1.3 Understands and appreciates the authentic language and cultural experiences available through</p> <ul style="list-style-type: none"> <li>• native guest speakers</li> <li>• films</li> <li>• stories</li> <li>• music lyrics</li> <li>• news clips</li> <li>• internet or other realia</li> </ul> <p>5.1.4 Performs skits, songs, and other presentations in French for a classroom</p> <p>5.1.5 Understands and acknowledges French culture through participation in National French Week and World Languages Week</p>	<ul style="list-style-type: none"> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices</b> e.g.,</p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Le Petit Prince</u> Workbook</li> </ul> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• Language tapes</li> <li>• French dictionaries</li> </ul> <p><b>Ancillary Materials</b></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>• _/bell ringer reviews</li> <li>• communicative activities</li> <li>• language lab cassettes/ CDs</li> <li>• overhead transparencies</li> <li>• student workbook</li> <li>• tape manual</li> <li>• video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li>• <i>Realia</i> e.g.             <ul style="list-style-type: none"> <li>• advertisements</li> <li>• currency</li> <li>• current events</li> <li>• menus</li> <li>• recipes</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li>• <a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>• Language Lab (BHS only)</li> <li>• CDs, tapes</li> <li>• Computer lab</li> <li>• LCD projector/ laptop</li> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><b>School library</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common tasks (Vacation)</b></li> <li>• <b>Formative assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Student to student</li> <li>• Teacher to student</li> <li>• Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Presentation</li> </ul> <p><b>Performance-based tasks</b> (e.g.</p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended             <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks             <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p>



# FRENCH IV CURRICULUM

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> <li>providing opportunities for choral repetition</li> <li>modeling the alphabet and accurate sound system</li> <li>providing appropriate materials</li> <li>modeling appropriate translation techniques</li> </ul>		<p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing in English language (report and persuasive)</li> <li>Expressive (reflective writing)</li> </ul>
<p><b>5. COMMUNITIES</b></p> <p>5.2 Shows evidence of becoming life-long learners by using the language for personal enjoyment or enrichment</p>		<p><b>The student</b></p> <p>5.2.1 Applies the benchmarks in Communities of French I ,II, and III</p> <p>5.2.2 Watches, analyzes, and responds to target language films</p> <p>5.2.3 Reads and analyzes short stories, passages, and Internet sites in the target language</p> <p>5.2.4 Listens to songs and interprets music in the target language</p> <p>5.2.5 Engages in direct/indirect contact experiences with native speakers, e.g. Internet sites and exchange students</p> <p>5.2.6 Experiences French foods from authentic French restaurants</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p> <p>Facilitates integration of the <b>applied learning</b></p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li><u>Trésors du temps</u></li> <li><u>Trésors du temps Workbook</u></li> <li><u>Le Petit Prince</u></li> <li><u>Le Petit Prince Workbook</u></li> </ul> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <li>Language tapes</li> <li>French dictionaries</li> </ul> <p><u>Ancillary Materials</u> <u>Bon Voyage</u></p> <ul style="list-style-type: none"> <li>_bell ringer reviews</li> <li>communicative activities</li> <li>language lab cassettes/ CDs</li> <li>overhead transparencies</li> <li>student workbook</li> <li>tape manual</li> <li>video &amp; workbook</li> </ul> <ul style="list-style-type: none"> <li><i>Realia</i> e.g. <ul style="list-style-type: none"> <li>advertisements</li> <li>currency</li> <li>current events</li> <li>menus</li> <li>recipes</li> </ul> </li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.french.glencoe.com">www.french.glencoe.com</a></li> <li><a href="http://www.barringtonschools.org">www.barringtonschools.org</a></li> <li>Language Lab (BHS only)</li> <li>CDs, tapes</li> <li>Computer lab</li> <li>LCD projector/ laptop</li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Midyear exam</li> <li>Comprehensive course assessment</li> <li>Common tasks (Vacation)</li> <li>Formative assessments</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>Student to student</li> <li>Teacher to student</li> <li>Student to third party</li> </ul> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Pronunciation</li> <li>Presentation</li> </ul>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<p><b>standards</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication</li> <li>• critical thinking</li> <li>• research</li> <li>• reflection/evaluation</li> </ul> <p><b>Employs foreign language best practices e.g.,</b></p> <ul style="list-style-type: none"> <li>• facilitating paired dialogues</li> <li>• modeling accurate language</li> <li>• providing authentic models</li> <li>• critiquing &amp; correcting</li> <li>• creating opportunities for peer and self-assessment</li> <li>• facilitating an environment conducive to risk taking</li> <li>• engendering curiosity</li> <li>• providing opportunities for simple dictation</li> <li>• providing opportunities for choral repetition</li> <li>• modeling the alphabet and accurate sound system</li> <li>• providing appropriate materials</li> <li>• modeling appropriate translation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Elmo</li> <li>• VCR/DVD</li> <li>• Internet</li> <li>• Smart Board</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Flashcards</li> <li>• Maps/globe</li> <li>• Picture cards</li> <li>• Situation aids</li> <li>• White boards with erasers, and markers</li> </ul> <p><b><u>School library</u></b></p> <p><b><u>Community</u></b></p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p><b>Performance-based tasks (e.g.</b></p> <ul style="list-style-type: none"> <li>• On demand</li> <li>• Extended               <ul style="list-style-type: none"> <li>◦ Francophone world, art, Vacations</li> </ul> </li> <li>• Common Tasks               <ul style="list-style-type: none"> <li>◦ Personal Time Line</li> </ul> </li> </ul> <p><b>Rubrics/checklist</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Writing</li> <li>• Project/extended</li> </ul> <p><b>Self-assessment</b></p> <p><b>Self and peer evaluation</b> (e.g. Ticket out the door, peer editing)</p> <p><b>Written responses</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing in English language (report and persuasive)</li> <li>• Expressive (reflective writing)</li> </ul>