

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** July 12, 2011

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **CONSIDERATION OF THE PILOT CURRICULA FOR SPANISH III AND FRENCH III**

**ORIGINATOR:** Renee A. Foose, Deputy Superintendent

**RESOURCE PERSON(S):** Roger Plunkett, Assistant Superintendent, Curriculum and Instruction  
Sonja Karwacki, Executive Director, Liberal Arts  
Margaret (Peggy) Johnson, Director, World Languages

**RECOMMENDATION**

That the Board of Education approves full implementation of the piloted curricula for Spanish III and French III for school year 2011 – 2012 as presented to the Board’s Curriculum Committee.

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- Attachment I – Spanish III Curriculum Pilot Summary
- Attachment II – Spanish III Curriculum Pilot Evaluation
- Attachment III – Spanish III Anecdotal Data from Pilot Teachers
- Attachment IV – French III Curriculum Pilot Summary
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- Attachment VII – Spanish III AIM Objectives
- Attachment VIII – French III AIM Objectives

## Spanish III Curriculum Pilot Summary

The Spanish III curriculum (2004) was revised during the summer of 2009 to reflect the new National Standards for Foreign Language Learning and the Maryland State Curriculum for World Languages. During the 2009 – 2010 school year, the curriculum writers piloted selected units. The Office of World Languages collected data and determined that more revisions were necessary. In July 2010, curriculum writers did another revision and 29 teachers in 14 schools from all five geographical areas of the county piloted the entire curriculum.

Pilot teachers have been meeting throughout the 2010 – 2011 school year to analyze data from the selected response and the speaking and writing performance assessments. Additionally, teachers provided anecdotal data in the areas of content, instructional design, organization, assessment, equity, and alignment with standards. Professional development was provided by the Office of World Languages to acquaint teachers with AIM. Teachers learned to use the curriculum side of AIM, how to revise an instructional activity in order to create an acceleration or a mastery activity, and how to access test items in AIM. In addition, a representative from the textbook company provided hands-on professional development that enabled teachers to access all ancillaries, including on-line features of the textbook

In March, four teachers along with central office staff met several times to make the final revisions to lesson plans, lesson seeds, and performance assessments based on reported data. These four teachers will be trained to deliver professional development on the revised curriculum to all Spanish III teachers in August 2011. The revised curriculum will be fully implemented during the 2011 – 2012 school year at Sudbrook Middle Magnet School, Deer Park Middle Magnet and at all high schools. Staff from the Office of World Languages will continue to provide professional development on the implementation of the written curriculum and to monitor daily instruction. Revisions will be made as needed. Activities and test items will continue to be created and added to AIM for all teachers to access.

Spanish III  
Curriculum Pilot Evaluation

**Research Questions:**

1. To what extent was the pilot curriculum implemented as prescribed?
2. How did the professional development activities for pilot teachers enable teachers to deliver the pilot curriculum?
3. What was the impact of the pilot curriculum on student achievement?

**Research Question 1**

To what extent was the pilot curriculum implemented as prescribed?

Outcome	Criteria	Measures Used
Pilot teachers will implement the revised French III curriculum as prescribed.	<p>Teachers will report implementing the pilot curriculum as intended.</p> <p>100% of teachers will administer, per unit:</p> <ul style="list-style-type: none"> <li>• Response test</li> <li>• Written performance assessment</li> <li>• Speaking performance assessment</li> </ul> <p>100% of teachers will create and submit, per unit:</p> <ul style="list-style-type: none"> <li>• Three activities for inclusion in AIM</li> <li>• Three assessment items for inclusion in AIM</li> </ul>	<p>The percent of teachers implementing stated criteria.</p> <ul style="list-style-type: none"> <li>• % completed all 3 assessment items</li> <li>• % completing AIM activities</li> <li>• % completing AIM assessments</li> <li>• % completing ALL requirements</li> </ul> <p>C &amp; I Observations</p> <p>Teacher Reports</p>

**Findings:**

- All pilot teachers implemented the pilot curriculum as prescribed. Some teachers had difficulty with the pacing and had to adjust the suggested time frame to ensure that the objectives and KSIs were taught.
- One hundred per cent of the teachers administered the required assessments: the selected response assessments, the written performance assessments, and the speaking performance assessments. Seventy-nine per cent of the teachers submitted the activities and assessment items for AIM. The percentage is higher since some items were submitted without names.
- Many teachers reported that the selected response assessment contained culture items that were too discreet and suggested revising those items to align them more closely with the theme statements and essential questions for each unit.

## Research Question 2

How well did the professional development activities enable teachers to deliver the pilot curriculum?

Outcome	Criteria	Measures Used
Teachers will report and C&I staff will observe that the professional development sessions and activities facilitated the delivery of the written curriculum.	Teachers will implement learned strategies in their daily instruction.  C&I staff will observe explicit use of learned strategies during classroom visits and observations.	Teacher feedback  Teacher Focus Groups  C & I Classroom Observation

### Findings:

- C and I observed that many teachers had difficulty creating assessments and activities for AIM. In professional development sessions, teachers were trained on the activity types (acceleration, instruction, and mastery) and learning preferences. Teachers also received training on writing assessment items at different levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- A consultant from Holt McDougal trained teachers on using the ancillaries that accompany the textbook that supports the curriculum. Teachers reported that they carefully selected which ancillaries to use since some were not appropriate for delivering our curriculum.
- C and I staff observed teachers implementing strategies learned from the professional development. Among them was an increase in the time both teachers and students used the target language and the use of communicative activities in the form of information gaps that required students to ask and answer questions to obtain information.

### Research Question 3

What was the impact of the pilot curriculum on student outcomes?

Outcome	Criteria	Measures Used
Students will meet the advanced intermediate proficiency level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).	80% of the students enrolled in the pilot course will pass the selected response unit assessments with a grade of 70% or greater.  80% of the students enrolled in the pilot course will score 75% or greater on the writing and speaking performance assessments in each unit.	Unit Tests Performance Assessments
Student enrollment in courses required for advanced placement courses will increase.	The number of students enrolled in French IV after being enrolled in (revised) French III.	Enrollment Data.

#### Findings:

- No data to report on the first item under criteria.
- In some units, students scored better on the writing performance assessment than they did the speaking; in other units, the students scored better on the speaking. Teachers report that student interest in the task determined how well they did.
- The enrollment data is not yet available. We anticipate that more students will take Spanish IV during the 2011 – 2012 school year than were enrolled for the 2010 – 2011 school year.

#### Next Steps:

Full implementation of Spanish III will happen in August 2011 with the following changes:

- The selected response assessments will be given at the discretion of the classroom teacher and can be changed or modified. According to current research and the recommendations of both the American Council on the Study of Foreign Languages and the Maryland State Department of Education, students will be evaluated on language production. The speaking and writing performance assessments were revised to increase rigor and provide more opportunities for students to use the language in authentic real world situations. The revised curriculum guide includes performance assessment scoring rubrics like those used on the advanced placement.
- Activities and test items in AIM reflect integration of the skills of listening, speaking, reading, and writing. During the August professional development when the curriculum will be rolled out to all teachers, the expectation will be that teachers use these items to enhance their instruction in addition to textbook support.
- The Office of World Languages will continue to monitor the implementation of the Spanish III curriculum and collect performance assessment data.

Spanish III  
Anecdotal Data from Pilot Teachers

## UNIT 1

### **Content:**

- Students can relate to summer vacations and school activities. However, the two are very separate and it's hard to relate one to the other. The transition between vocabularies is not smooth.
- Review imperfect and preterit and ser/estar and subjunctive, but más que is simply too much. Simplify it.
- Why no preterit or imperfect when so much of the unit addressed them?
- Culture is too specific. Let's find general themes.
- Good engagement of students with summer vacation vocabulary.
- Content is timely considering students have just returned from summer break.

### **Instructional Design:**

- The culture is extensive and difficult to incorporate throughout the lesson. The culture questions do not necessarily reflect the most important aspects of Castilla-La Mancha. I recommend keeping questions #15, 16 and refocusing the others on modes of popular travel, art, or the food of the region.
- Maybe eliminate subjunctive and concentrate only on past tense review.
- Good opportunities to use language in a variety of contexts.
- The materials in this unit are one very confusing communicative activity and one activity designed to get students to use the subjunctive to make recommendations based on what the teacher likes to do. These activities are insufficient to generate authentic, student-centered conversations.
- I used the sample lesson plan, but edited it. We should limit the number of verbs being introduced on the first day. I used *te recomiendo que*, *te aconsejo que* and *te sugiero que* with: *nadar*, *acampar*, *visitar*, *montar*, *comer*, *ir*, and *hacer*. I presented using a PowerPoint and flashcards. We practiced, and then I provided notes.

### **Organization of Unit Materials:**

- There is only one sample lesson to cover the subjunctive. Weather and past tense review should come first.
- Follows a logical sequence for teaching and learning.
- It was necessary to create the majority of lesson ourselves.
- I love all the extras. My students need a *cuaderno de actividades*.
- The lesson seeds and activities with the subjunctive were helpful. We would like a couple with imperfect/preterit combinations.

### **Assessment:**

- The only assessments are exam materials and sample exit ticket, should we include more?
- Speaking and Writing assessments need to be revised.

- Writing and speaking assessments should ask students to produce more language using the preterit and imperfect. They need to ask more about vacations and travel. Speaking assessment organizer should be more structured than 4 bubbles; include a picture in each bubble to guide students.
- Why wasn't there a use of past tenses?
- Can we get a prompt that infuses the use of preterit and imperfect together, with a recommendation at the end?
- Good formal assessments and activities to informally assess,
- There is one exit ticket with 3 questions. Insufficient.

**Equity:**

- It is the teacher's responsibility to differentiate. I do not see a variety of activities and/or assessments designed to appeal to different strengths and styles.
- There are modifications and accommodations suggested in the curriculum.

**Alignment with Standards:**

- The five Cs are all featured.
- I do not see any standards for technology or for reading included in this unit.

Rating	Content	Instructional Design	Organization of Unit Materials	Assessment	Equity	Alignment with Standards
	2 questions	4 questions	3 questions	2 questions	2 questions	1 question
1 (strongly disagree)		6	2	1		
2 (disagree)	1			1		
3 (neutral)		7	6	6		
4 (agree)	9	14	13	8	5	1
5 (strongly agree)	6	8	3		10	6

Responses are based upon data reported on 8 Curriculum Evaluation Tool reports.

**UNIT 2**

**Content:**

- The students like the vocabulary and had no problems using it.
- Content is not very cohesive. Sports and relationships, when relationships are revisited in unit 3.

**Instructional Design:**

- Culture that was assessed was too specific to let students understand culture as a whole.
- The exit ticket should include where students write a description using three sentences to describe a famous person; should include also what they are not like.

- Example: pg 70, exit ticket. This exit ticket asks students to describe famous people using 3 adjectives. Really? Level III?
- Just need more time. Maybe a week more to go more into the application (real world) aspect.
- The speaking activities do not prepare the students sufficiently for the assessment.
- Time. Unless I went into weeks 5 and 6 we really had no time to practice speaking. Trying to put everything together was difficult unless I gave them examples and easier worksheets.

**Organization of Unit Materials:**

- If I didn't hand make worksheets that they could follow, they quickly lost interest in doing them. Too difficult and they weren't willing to put in the extra effort.
- Model lesson was poorly presented and difficult to teach in a class successfully.
- The one sample lesson is really geared towards the level one student. (Bad list/good list and a Venn diagram.)
- Not all assessed vocabulary words have pictures.
- The one sample lesson should be a little more complex for the Spanish III curriculum; it looks like a sample lesson that is designed for Spanish I.

**Assessment:**

- The speaking activity should have a sequence chain that lets the student be more spontaneous and authentic. The speaking assessment simply elicits translation.
- The test itself assessed a variety of topics that did not all link together well.
- There needs to be more opportunities for speaking. The Speaking Assessment prompts simply elicit translations. Why not have a blank sequence chain, and have the students (whole class) identify the necessary parts and order of conversation. *Saludos-problema-discusión-solución-despedida*. This way the conversations they create are more spontaneous, authentic, natural, etc. and are not simply translations of the prompt.
- This is a pilot, so obviously there are not sufficient activities yet.
- I had to hand create these as well. Too much info too fast.
- The oral exams need to be reworked. It essentially becomes a note taking, translating, and reading activity. It does not prove speaking ability. Students need to be able to speak with little or no prep time at this level.

**Equity:**

- It is appropriate for our middle school students.

**Alignment with Standards:**

- Reading/writing and technology standards are not included.

Rating	Content	Instructional Design	Organization of Unit Materials	Assessment	Equity	Alignment with Standards
	2 questions	4 questions	3 questions	2 questions	2 questions	1 question
1 (strongly disagree)				1		
2 (disagree)		3	2	1		

3 (neutral)		9	4	3	1	1
4 (agree)	9	10	8	5	7	2
5 (strongly agree)	5	3	6	4	6	4

Responses are based upon data reported on 7 Curriculum Evaluation Tool reports.

### **UNIT 3**

#### **Content:**

- No comments received.

#### **Instructional Design:**

- Good use of recirculating old grammar and predicting new. Not enough time in large classes for consistent, relevant, challenging work.
- I thought the culture content was a little thin in this unit.

#### **Organization of Unit Materials:**

- Needs better transition/explanation of how to relate 3 tenses authentically, and present tense.

#### **Assessment:**

- Need more formative assessments.
- The BMA for Unit 3 really needs to be proofread and revised.

#### **Equity:**

- We could all use help with differentiating lessons daily.

#### **Alignment with Standards:**

- No comments received.

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4 (agree)	4	10	7	5	7	1
5 (strongly agree)	6	3	6	1	3	4

Responses are based upon data reported on 5 Curriculum Evaluation Tool reports.

**UNIT 4**

**Content:**

- No comments received.

**Instructional Design:**

- No comments received.

**Organization of Unit Materials:**

- No comments received

**Assessment:**

- The unit test was very difficult for the students. The questions were ambiguous and indirect. Many of them were too tricky.

**Equity:**

- No comments were received.

**Alignment with Standards:**

- No comments received.

Rating	Content	Instructional Design	Organization of Unit Materials	Assessment	Equity	Alignment with Standards
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5 (strongly agree)	1	4			1	

Responses are based upon data reported on 1 Curriculum Evaluation Tool report.

## French III Curriculum Pilot Summary

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French III  
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- The Office of World Languages will continue to monitor the implementation of the French III curriculum, collect performance assessment data, and revise the curriculum as needed.



**Articulated Instruction Module**  
**Objectives List (2011 - 2012)**

Subject Area : World Languages  
 Course : SPANISH 3 HON (3030304)

Last Revised : 02/28/2011  
 Report Date : 04/26/2011

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**Objectives / Knowledge and Skill Indicators**

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- Unit: Unit 1 ¡Adiós al verano!
- O-1 Students will engage in conversations about present, past, and future activities.
- KSI-A Use the expression "De niño(a) me gustaba..." to talk about what they used to do.
  - KSI-B Describe a past summer vacation.
  - KSI-C Differentiate between "ser" and "estar."
  - KSI-D Express hopes and wishes using the subjunctive.
  - KSI-E Ask for and give advice.
- Unit: Unit 2 ¡A pasarlo bien!
- O-2 Students will engage in conversations about how to spend their time.
- KSI-A Discuss hobbies and sports.
  - KSI-B Express interest and displeasure.
  - KSI-C Extend, accept, and refuse invitations.
  - KSI-D Use "ir" plus the infinitive to state what someone was going to do.
  - KSI-E Apply rules of adjective agreement and position to describe the ideal best friend.
- Unit: Unit 3 Todo tiene solución
- O-3 Students will engage in conversations about problems and their solutions.
- KSI-A Summarize school schedules.
  - KSI-B Justify an opinion.
  - KSI-C Make a suggestion or recommendation.
  - KSI-D Respond to a hypothetical situation by offering an apology.
  - KSI-E Formulate a solution to a problem using the conditional.
- Unit: Unit 4 El arte y la música
- O-4 Students will engage in conversations about art and music.
- KSI-A State and justify an opinion about a visual or performing art.
  - KSI-B Describe a work of art.
  - KSI-C Use comparatives and superlatives to describe music or art.
  - KSI-D Use the subjunctive to express hopes or wishes.
  - KSI-E Sequence things that happened in the past using past perfect, preterit, and imperfect of regular and irregular verbs.
- Unit: Unit 5 Mis aspiraciones
- O-5 Students will engage in conversations about traces of the past, and hopes and wishes for the future.
- KSI-A Summarize the plot of a favorite story.
  - KSI-B Describe the setting or background of a story using the imperfect.
  - KSI-C Relate specific events in a story using the preterit.
  - KSI-D Use the subjunctive to express hopes and wishes.
  - KSI-E Use the correct sequence of tenses when beginning, continuing, and ending a story.
- Unit: Unit 6 Huellas del pasado
- O-6 Students will engage in conversations about personal aspirations.
- KSI-A Express challenges.
  - KSI-B Express accomplishments.
  - KSI-C Use "lo" plus the adjective to express an abstract idea.
  - KSI-D Discuss plans and intentions.
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**Objectives / Knowledge and Skill Indicators**

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KSI-E Express cause and effect.

Unit: Unit 1 ¡Adiós al verano!

O-7 Students will write and deliver short presentations about present, past, and future activities.

KSI-A Use the imperfect to describe childhood activities.

KSI-B Respond to questions about past activities.

KSI-C Summarize a particular occasion in the past using the preterit.

KSI-D Use "estar" to explain where events in the past took place.

KSI-E Ask and respond to questions about the future.

Unit: Unit 2 ¡A pasarlo bien!

O-8 Students will write and deliver short presentations about how to spend their time.

KSI-A Respond to someone's displeasure.

KSI-B Name and describe popular sports.

KSI-C Use the imperfect with expressions of frequency.

KSI-D Recommend that a group of people do or not do something using "nosotros" commands.

KSI-E Discriminate between favorable and unfavorable personality traits.

Unit: Unit 3 Todo tiene solución

O-9 Students will write and deliver short presentations about problems and their solutions.

KSI-A Justify a complaint.

KSI-B Use the subjunctive with negation or denial.

KSI-C Paraphrase a problem and offer a solution.

KSI-D Use the future with the present participle to express probability.

KSI-E Use the conditional to express contrary to fact situations.

Unit: Unit 4 El arte y la música

O-10 Students will write and deliver short presentations about art and music.

KSI-A Describe a mural.

KSI-B Differentiate between positive and negative opinions.

KSI-C Use the passive voice with "ser" to indicate the name of the artist, composer, sculptor, or musician.

KSI-D Make suggestions and recommendations regarding visual and performing arts.

KSI-E Make excuses for refusing an invitation.

Unit: Unit 5 Mis aspiraciones

O-11 Students will write and deliver short presentations about personal aspirations.

KSI-A Identify personal commitments and obligations.

KSI-B Express the duration of a past activity using the preterit.

KSI-C Use grammatical reflexives to express a process or change in state.

KSI-D Use the subjunctive after adverbial conjunctions.

KSI-E Summarize the steps to be taken before an interview.

Unit: Unit 6 Huellas del pasado

O-12 Students will write and deliver short presentations about traces of the past, and hopes and wishes for the future.

KSI-A Express regret and gratitude.

KSI-B Use the preterit to indicate completed actions within a story.

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**Objectives / Knowledge and Skill Indicators**

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KSI-C Describe a mental or physical state of a character in a story using the imperfect.

KSI-D Summarize historic events in a Spanish speaking country.

KSI-E Describe the characteristics of a true hero or heroine.

Unit: Non-unit

O-13 Students will interpret simple text written in the target language.

KSI-A Identify and explain the main idea.

KSI-B Use context clues to determine the meaning of words.

KSI-C Identify details that support the main idea.

KSI-D Explain whether or not the text fulfills the reading purpose.

KSI-E Connect the text to prior knowledge or experience.

Unit: Non-unit

O-14 Students will identify and describe cultural practices in the target cultures and discuss their importance.

KSI-A Justify the importance of soccer in Spanish speaking countries.

KSI-B Verify that "Vuelta a Espana" is an excellent way to tour Spain.

KSI-C Discuss the influence of African music (Merengue) in the Caribbean.

KSI-D Explain the celebration of "El Carnaval" and trace its roots.

KSI-E Justify using the llama and the alpaca for clothing needs in the Andes region.

Unit: Non-unit

O-15 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.

KSI-A Analyze a work of art.

KSI-B Discuss current or historical events.

KSI-C Discuss the economic, political, and social links between the United States and Puerto Rico.

KSI-D Explain why the murals painted by Diego Rivera are still important today as symbols of national identity.

KSI-E Examine a "corrido" and determine the issues addressed in the song.

Unit: Non-unit

O-16 Students will compare the perspectives, practices, and products of people in different cultures.

KSI-A Compare "tapas" in Spain to "appetizers" in the United States.

KSI-B Compare the school system in Cuba to that in the United States.

KSI-C Compare an on-line newspaper from a Spanish speaking country to one in the United States.

KSI-D Compare the popularity of jai-alai in Spain to its popularity in the United States.

KSI-E Compare holiday celebrations in Spanish speaking countries to celebrations in the United States.

Unit: Non-unit

O-17 Students will compare and apply more advanced grammatical structures in the target language to English.

KSI-A Compare the use of the subjunctive in Spanish to its use in English.

KSI-B Compare the use of object pronouns in Spanish to the use in English.

KSI-C Compare the use of infinitives in Spanish to the use in English.

KSI-D Compare the use of object pronouns in commands to the use in English.

KSI-E Compare the use of the various past tenses in Spanish to those in English.

**Articulated Instruction Module  
Objectives List (2011 - 2012)**

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Last Revised : 03/14/2011  
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**Objectives / Knowledge and Skill Indicators**

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- Unit: Unit 1 Au jour le jour
- O-1 Students will engage in conversations about their personal style.  
KSI-A Discuss personality, appearance, physical characteristics, and emotions.  
KSI-B Use definite articles with parts of the body.  
KSI-C Apply knowledge of agreement and placement of adjectives to describe people and routines.  
KSI-D Use the vocabulary "la toilette et les soins personnels" to describe daily routines.  
KSI-E Use the present and passé composé of reflexive verbs in the affirmative and negative to describe daily routines.
- Unit: Unit 2 Vive la nature
- O-2 Students will engage in conversations about entertainment, the environment, weather, and natural phenomena.  
KSI-A Discuss pastimes and entertainment.  
KSI-B Categorize vacation activities as either pleasurable or hazardous.  
KSI-C Describe past, present, and future weather conditions.  
KSI-D Differentiate between the use of the passé composé and the imparfait.  
KSI-E Describe preserving the environment at home.
- Unit: Unit 3 Aspects de la vie quotidienne
- O-3 Students will engage in conversations about aspects of daily life.  
KSI-A Describe where to go to make certain purchases.  
KSI-B Ask for various services at a hair salon.  
KSI-C Ask for various services at the shoemaker, the dry cleaners, and the photography store.  
KSI-D Sequence object pronouns in affirmative sentences.  
KSI-E Use indefinite expressions of quantity to refer to an undetermined number of objects.
- Unit: Unit 4 Bon voyage
- O-4 Students will engage in conversations about traveling abroad.  
KSI-A Use the correct article, country name, and the immediate future to talk about visiting other countries.  
KSI-B Use "personne" and "rien" as subjects.  
KSI-C Use negative expressions in the present and the "passé composé."  
KSI-D Explain how to buy a plane or train ticket and request a certain seat or section.  
KSI-E Express the future using conjunctions of time.
- Unit: Unit 5 Séjour en France
- O-5 Students will engage in conversations about where to stay and what to do while visiting France.  
KSI-A Recommend a hotel according to the services it provides.  
KSI-B Ask for services during a hotel stay.  
KSI-C Use adjectives and adverbs to compare hotels and services.  
KSI-D Use interrogative pronouns to indicate "which one?"  
KSI-E Justify staying at a youth hostel while visiting France.
- Unit: Unit 1 Au jour le jour
- O-6 Students will write and deliver short narratives about personal style.  
KSI-A Elaborate on different hair color and styles.  
KSI-B Summarize how different artists have described beauty throughout the years.

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KSI-C Restate someone's opinion about their looks and style.

KSI-D Compile a list of personal routines that lead to a healthy lifestyle.

KSI-E Describe how people feel in certain situations using emotion and sentiment vocabulary.

Unit: Unit 2 Vive la nature

O-7 Students will write and deliver short narratives about entertainment, the environment, weather, and natural phenomena.

KSI-A Explain how the French feel about their environment.

KSI-B Describe a past vacation using the "passé composé" and the "imparfait."

KSI-C Use sequence words to describe a past event.

KSI-D Express surprise.

KSI-E Summarize a weather report from authentic media.

Unit: Unit 3 Aspects de la vie quotidienne

O-8 Students will write and deliver short narratives about aspects of daily life.

KSI-A Explain training requirements for specific jobs.

KSI-B Use "faire" to describe actions that they make or have other people do.

KSI-C Explain problems and suggest solutions.

KSI-D Compile a shopping list and make suggestions as to where to buy the items.

KSI-E Categorize personal items as either necessities or luxuries.

Unit: Unit 4 Bon voyage

O-9 Students will write and deliver short narratives about traveling abroad.

KSI-A Explain how to navigate customs at an airport.

KSI-B Outline the steps necessary in planning a trip abroad.

KSI-C Use "si clauses" in the present followed by the future tense to express what to do under certain circumstances.

KSI-D Recommend a travel itinerary using the future and conjunctions of time.

KSI-E Illustrate a train station or an airport and explain the function of each area.

Unit: Unit 5 Séjour en France

O-10 Students will write and deliver short narratives about where to stay and what to do while visiting France.

KSI-A Explain a travel brochure.

KSI-B Make a hotel reservation.

KSI-C Determine ownership by using possessive pronouns.

KSI-D Compare the facilities at one hotel to those at another using superlatives.

KSI-E Use "celui, celle," and forms of "lequel" to indicate which/that.

Unit: Non-unit

O-11 Students will interpret simple text written in the target language.

KSI-A Identify and explain the main idea.

KSI-B Use context clues to determine the meaning of words.

KSI-C Identify details that support the main idea.

KSI-D Explain whether the text fulfills the reading purpose.

KSI-E Connect the text to prior knowledge or experience.

Unit: Non-unit

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**Objectives / Knowledge and Skill Indicators**

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O-12 Students will identify and describe cultural practices in the target countries and discuss their importance.

KSI-A Explain the use of the "télécarte."

KSI-B Justify the value the French attach to traveling by train.

KSI-C Describe the influence of music on the daily lives of French teenagers.

KSI-D Explain the difference between vacationers who are "linguistes" and those who are "actifs."

KSI-E Identify vacation spots that are particularly attractive to teenagers and explain why.

Unit: Non-unit

O-13 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.

KSI-A Discuss current or historical events.

KSI-B Analyze fine arts.

KSI-C Use reflexive verbs and "la toilette" to explain the role of personal hygiene routines in creating "le look."

KSI-D Determine the influence of the Eurotunnel on the political climates of France and The United Kingdom.

KSI-E Explain the American interventions in World Wars I and II in France and their impact on relations between the United States and France today.

Unit: Non-unit

O-14 Students will compare and apply more advanced grammatical structures in the target language to English.

KSI-A Compare the use of reflexive verbs in French when describing daily routines to describing daily routines in English.

KSI-B Compare the use and position of object pronouns in French and English.

KSI-C Compare ways to express the future and conditional in French and English.

KSI-D Compare comparative and superlative constructions in French and English.

KSI-E Compare demonstrative and possessive pronouns in French and English.

Unit: Non-unit

O-15 Students will compare the perspectives, practices, and products of people in different cultures.

KSI-A Compare what constitutes "le look" for French teenagers to the American perception of "le look."

KSI-B Compare French attitudes towards their environment to those of Americans.

KSI-C Compare shopping in France to shopping in America.

KSI-D Compare the content of the French and American national anthems.

KSI-E Compare meal prices in France to those in America.