STAGE I:
MODEL ASSESSMENTS
FOR FRENCH
GRADES 6-8

Communication

Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions and exchanging opinions.

Benchmark: Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or videotapes.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (writing)

Description: Students write a letter to a pen pal in France in which they describe their family and ask questions to the pen pal about his/her family.

Prompt: You have just received the name and address of your new pen pal, who lives near Avignon in southern France. You are anxious to find out more about your new pen pal; write a short letter of introduction to him/her in which you say how old you are, where you live, how many people are in your family, who they are, etc. Include a picture of your family in your letter and write some questions you would like your pen pal to answer.

Grading: Use the holistic writing rubric. Students demonstrate proficiency when they include comprehensible information requested in the prompt and formulate questions correctly to obtain similar information from their pen pals.

Communication

Expectation #2: Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

Benchmark: Identify people and objects in their environment or from other subjects based on oral and written descriptions.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Students read a letter from a friend in France. The letter describes family members so that the student can make appropriate gift purchases. Students make selections from a variety of items.

Prompt: You are preparing for your first trip to France. You have been writing to your French pen pal, Pauline, for approximately one year and will visit her while you are there. You would like to bring gifts to Pauline's family, but you want to make it a surprise. Based on a letter that you have just received in which Pauline describes the members of her family, choose a present that would best suit each of them from the following list of gifts.

Grading: Students demonstrate proficiency when they make at least three correct selections of gifts.

Cher ami,

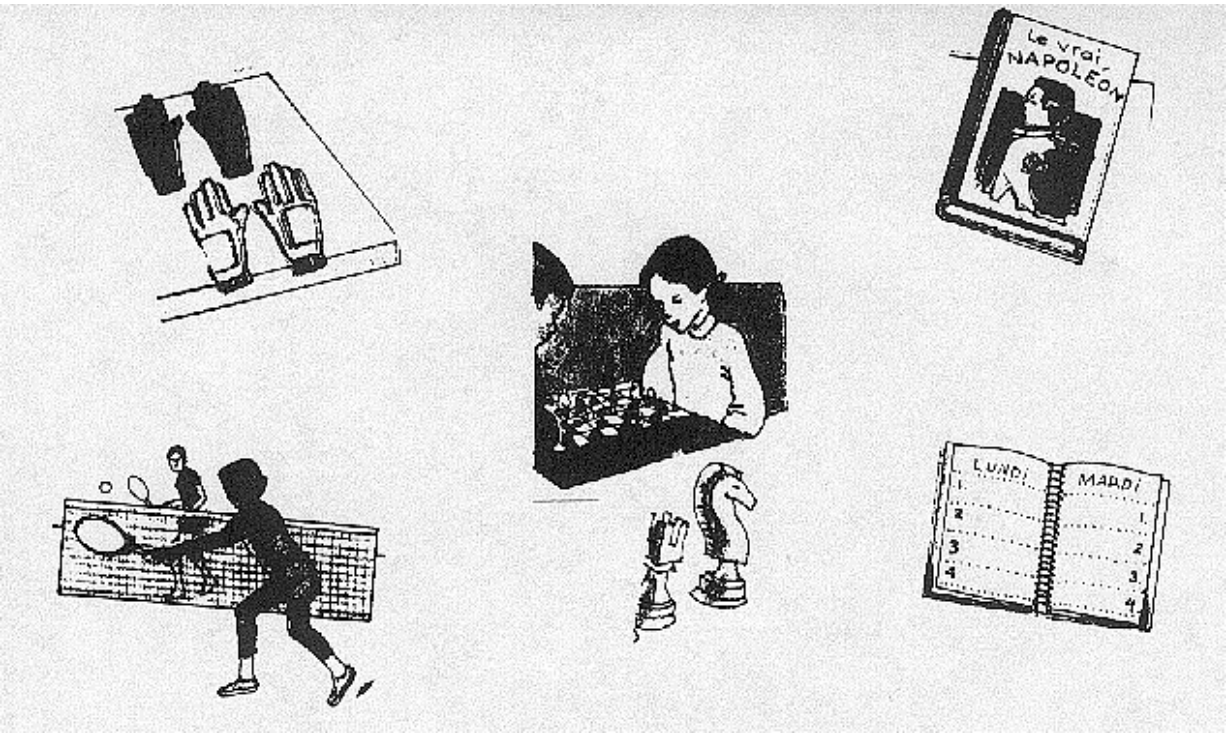
Tu m'aas demandé de décrire les membres de ma famille. Alors, je commence avec le plus âgé, ma grandmère. Elle a soixante et onze ans et elle aime lire les romans historiques. Sa fille, ma mère est très énergique. Elle joue au tennis deux fois par semaine. Mon père aime travailler dans le jardin. Il a toujours besoin de gants. Moi, j'aime téléphoner à tous mes amis. Je suis impatiente quand je ne peux pas trouver le bon numéro de téléphone. Mon frère, lui, il déteste regarder la télé, mais il adore jouer aux échèques. Voilà ma famille. Tu la trouves intéressante?

Grosses bises,

Pauline

Below are items you see in a department store. Using the information found in Pauline's letter, choose the item you think would be most appropriate for each of her family members. Put the letter next to their name beneath the picture.

1. Pauline's grandmother
2. Pauline's father
3. Pauline's brother
4. Pauline's mother
5. Pauline



Communication

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Dramatize songs, poetry, or short personal stories commonly known by peers in the target culture for an appropriate audience.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Read the following folk tale in sections. After each section, have students act out the scene you have just read. They may use props as they say short sentences to explain the scene.

Prompt: Listen to the following French folk tale. After reading a few sentences, you will be asked to act out the scene you just heard. You may use props and say short sentences to help explain the scene you are acting out.

Grading: Use the oral presentation rubric. Students demonstrate proficiency when they perform four of the five scenes using props and sentences correctly and comprehensively.

Fable de La Fontaine: *Le Corbeau et le Renard*

Scène 1: Maître Corbeau, sur un arbre perché,
Tenait en son bec un fromage.

Scène 2: Maître Renard, par l'odeur alléché
Lui tint à peu près ce language:
<<Hé! Bonjour, Monsieur le Corbeau
Que vous êtes joli, que vous me semblez beau!
Sans mentir, si votre ramage
Se rapporte à votre plumage
Vous êtes le phénix des hôtes de ces bois!>>

Scène 3: A ces mots, le Corbeau ne se sent pas de joie;
Et, pour montrer sa belle voix
Il ouvre un large bec, laisse tomber sa proie.

Scène 4: Le Renard s'en saisit et dit: <<Mon bon Monsieur,
Apprenez que tout flatteur
Vit aux dépens de celui qui l'écoute.
Cette leçon vaut ben un fromage, sans doute.

Scène 5: Le Corbeau, honteux et confus,
Jura, mais un peu tard, qu'on ne l'y prendrait plus.

Cultures

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.

Benchmark: Use appropriate gestures and oral expressions of everyday interactions of the language and cultures studied such as greetings, leave-takings, and common classroom interactions.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: Students respond to situations using the appropriate greetings, farewells, and courtesy expressions.

Prompt: During your first trip to France, you find yourself meeting a variety of people. Show that you know how to be courteous to these people in the following situations. Give the appropriate greeting, farewell, or courtesy expression for each situation.

- You have just made a purchase. Thank the salesperson and say goodbye.
- You have just been introduced to your mother's best friend. Greet the person.
- You have just been introduced to a friend of your sister. Greet the person.
- You did not understand what your teacher just said to you. Please ask to hear the statement again.
- You are leaving a party around 10:30 at night. Thank the hostess and say good night.

Grading: Use the holistic speaking rubric. Integrate elements of cultural appropriateness. Students demonstrate proficiency when they give the appropriate greeting, farewell, or courtesy expression in at least four of the five situations.

Cultures

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify, experience, or read about expressive products of the culture such as children's songs, selections from children's literature, and types of artwork enjoyed by their peer group in the cultures studied and compare them with their own.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening)

Description: Students listen to several French songs and identify the holiday to which the song relates, the region of the France-speaking world in which this song is sung or played, and the profession referred to in the song.

Songs	Related Holiday, Region, or Profession
La Marseillaise	La fête nationale (le 14 juillet)
Il est né le divin enfant	Noël (le 25 décembre)
Il était un petit navire	Les marins
Ma Normandie	La Normandie
Il était une bergère	Les bergères

Prompt: Your pen pal has sent you a CD of several French songs. You and your classmates have been listening to these songs for the past few weeks. Show that you understand the main idea of each of them by identifying a) the holiday to which this song relates, b) the region of the French-speaking world associated with this song, or c) the profession referred to in the song.

Song #1_____
Song #2 _____
Song #3 _____
Song #4 _____
Song #5 _____

Grading: This assessment is worth 20 points (5 points for each answer). Students demonstrate proficiency when they identify correctly the holiday, and the French-speaking region or profession associated with each song for four of the five songs.

Cultures

Expectation #7: Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

Benchmark: Retell stories from selections of children's literature and describe types of artwork enjoyed or produced by their peer group in the cultures studied.

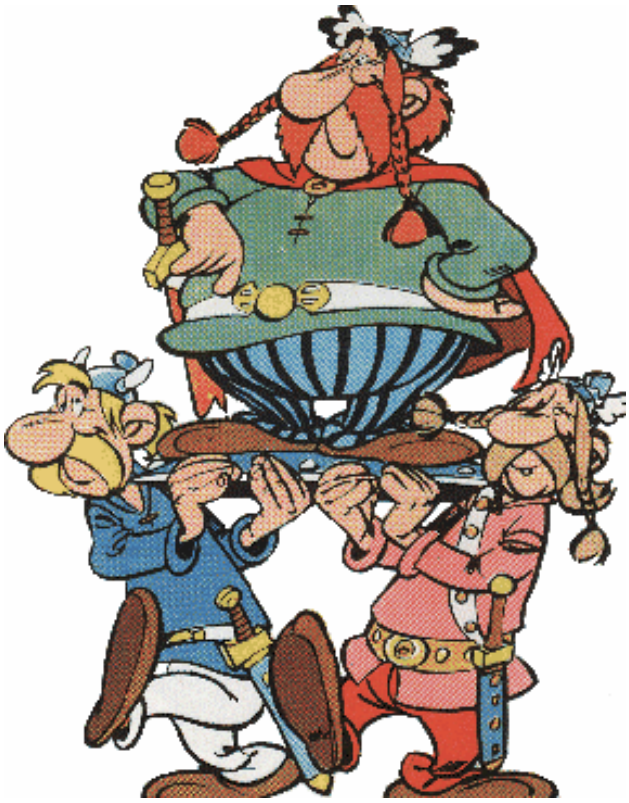
Stage I (6-8)

Mode(s) of Communication: Interpretive (reading); Presentational (speaking)

Description: Students read a page from three different French comic books: Asterix, Tin Tin, and Lucky Luke. They must then explain at least five details about each of the comics (Who are the main characters? Describe the characters. In what setting does the story take place? In what period of history does this story take place?). Examples of pictures are listed below. Characters and images from other comic books may be substituted.

Prompt: On a recent trip to France, your aunt and uncle brought back some French comic books for you. Now that you have read these comic books, show that you know some significant details about each of them. Look at these three pictures from the comics and tell at least five details about each picture: Who are the main characters? Describe the characters. Where does the story take place? During which period of history does this story take place?

Grading: This assessment is worth 15 points (5 points for each picture). Students demonstrate proficiency when they give at least four correct details about each of the three pictures.



Cultures

Expectation #8: Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

Benchmark: Recognize common themes, ideas, or perspectives such as friendships and individual and family responsibilities.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading); Presentational (writing)

Description: Students compile information from a survey on family responsibilities that distributed to a class of students in France. Students then complete a Venn diagram in which they discuss similarities and differences between family responsibilities in France and in their community.

Prompt: Your middle school student council is starting a campaign to raise awareness about the meaning of "responsibility" in the lives of students at your school. Your language class has decided to research the question of whether French or American students have more responsibility when it comes to doing chores at home. Your class asks the French class to distribute a survey about all of the responsibilities they have at home; your class will do the same survey. When you receive the results from the surveys done by the French and American students, use a Venn diagram to compare the responsibilities students have in both communities. Then write a report that you will give to the student council. In this report, use a blank Venn diagram to identify at least 15 responsibilities mentioned by the French students and compare these responsibilities with those of American students.

Grading: Each responsibility listed on the Venn diagram is worth one point. Students demonstrate proficiency when they can accurately place 12 responsibilities on the Venn diagram. Use the holistic writing rubric for the report.

Cultures

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Recognize that cognates enhance comprehension of spoken and written language and demonstrate the awareness by identifying commonly occurring cognates in the target language.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Students read an introduction to a French web page and identify cognates. Students then write in English the subject of the web page.

Prompt: You are surfing the Internet and come across a web site in French that looks really interesting. Although you do not recognize most of the words on the web site, you are able to recognize some of them and their meanings because they look similar to English words. Look at the following introduction to the French web site and identify at least ten words that might have similar meanings in English and write what you think those words mean in English. Then, based on the cognates you have identified, describe in English what you think this web page is all about.

Très bientôt :

Si tu aimes inviter tes petits amis pour fêter ton anniversaire, carnaval, la rentrée des classes ou n'importe quel non-événement digne d'être célébré à plusieurs, alors viens nous rejoindre sur cette page qui t'offrira des tas d'idées pour organiser ce type de réjouissances !

Des idées de jeux à plusieurs, des goûters spéciaux, des décorations à réaliser avant ou pendant la fête, bref tout ce qu'il faut pour s'amuser intelligemment !

Reviens bientôt sur cette page pour préparer ta prochaine fête ou écris-moi pour être prévenu.

A bientôt !

(Taken from: www.chez.com/lespetitsbonheurs/page54.html. This is a great site for K-8 learners.)

Grading: Students demonstrate proficiency when they accurately identify eight cognates and their English meanings. They should be able to state that the web page helps a person with ideas about how to plan a party or some other celebration.

Cultures

Expectation #10: For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

Benchmark: Demonstrate an awareness of formal and informal forms of language in greetings and leave-takings and use expressions of politeness in the target language.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: Students read each situation and determine the expression with the appropriate level of formality.

Prompt: Your class is going to France on an exchange trip. You will be staying with a French family and going to a French school. Show that you are ready to handle the following situations by saying the correct expression in French and using the appropriate level of formality.

You greet your French mother.
You ask your French father how he is.
You ask your teacher how he or she is.
You respond to your teacher when he or she asks you to shut the classroom door.
You respond to your teacher when he or she thanks you for shutting the door.
You ask a friend if you can borrow a pencil.
You ask your teacher if you can borrow a pencil.
You greet a friend for the second time today.
You say goodbye to your teacher.
You say goodbye to your friends.

Grading: This assessment is worth 10 points. Each response is worth one point. Students demonstrate proficiency when they can give correct responses to at least eight situations.

Connections and Communities

Expectation #11: Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

Benchmark: Retell age-appropriate stories, poems, and folk tales after hearing them narrated and examine their relationship to similar stories from their own culture.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening); Presentational (speaking)

Description: Students listen to and/or read the attached story. They then retell the story in French using their own words. Students identify stories from their own culture that are similar to the French story and point out how they are alike.

Prompt: Your English class has been studying American folk tales and you wonder if and how French folk tales different from those you have read. Ask your pen pal in France to send you a tape of a typical French folk tale. When you receive the tape/book, listen to/read the story. Then retell the story in French using your own words. Identify at least one story from your own culture that is similar to the French story and explain how they are alike.

Grading: Use the holistic reading rubric to check for reading comprehension. Use the holistic speaking rubric for the retelling of the French story. OR, use points: This test is worth 50 points. Retelling the story is worth 40 points, and explaining the similarities between the French story and a story from the student's culture is worth 10 points (two points for each similarity). Students demonstrate that they are able to identify a similar story from their own culture if they can point out at least four of the following similarities:

- The story takes place a long time ago.
- Some of the story's characters are not human.
- Magic is involved in the story.
- A person with a bad character is punished.
- A phenomenon of nature is explained.

Le moulin magique
un texte de Brigitte Fournier

Il y a très très longtemps , dans un petit village au bord de l'océan, inaccessible des hommes, vivaient de gentils lutins.
Au fil des ans, ils avaient acquis la bonté et une grande sagesse. Tous étaient très âgés mais chez les lutins, l'âge ne compte pas, car personne ne peut les apercevoir.
Heinkel, est l'ancien du village, le gardien de la magie, le protecteur des objets magiques récoltés depuis toutes ces longues années et âgé de plus de deux cent-cinquante ans.
Evidemment, c'est le plus sage et le plus malin.
Ce matin-là était différent, Heinkel savait que quelque chose allait se passer!
Très tôt, bien avant que les lutins ne partent pour leur journée de travail, un inconnu arriva dans le village ce qui embêtât beaucoup Heinkel car jamais auparavant, aucun être humain n'était parvenu jusqu'à eux.
En général, les hommes avaient peur des pouvoirs magiques des lutins, et cela arrangeait bien Heinkel car son travail était d'aider les enfants qui en avaient besoin et surtout pas les hommes qui passaient leurs temps àsce battre et détruire la nature.
Après chaque guerre, les lutins remettaient de l'ordre suivant leur spécialité .
Hayden guérissait les arbres après l'arrachage des branches que les hommes utilisaient pour la confection des arcs et des flèches .
Heutel s'occupait des fleurs qui avaient été piétinées sans aucune pitié.
Harold soignait les animaux , il les connaissait tous et tous lui faisaient totalement confiance.
Et Horgen rendait l'eau limpide et cristalline afin que les enfants puissent la boire et s'y baigner sans aucun problème.
Voilà pourquoi l'arrivée de cet inconnu dérangeait beaucoup le village.
Qui es-tu et que viens-tu faire ici demanda Heinkel.

Je m'appelle Macimo, je suis pécheur. Cette nuit, il y a eu une tempête et mon bateau a fait naufrage. J'ai eu la chance de m'accrocher à un tonneau et le courant m'a fait échouer ici.

Ce qu'il ne dit pas aux lutins, car il en avait peur lui aussi, c'est que son bateau n'avait pas chaviré, mais que l'équipage l'avait jeté par dessus bord, car il dérobait l'eau et la nourriture.

Ne t'inquiète pas lui dit Horgen, tu es un pécheur, tu vis sur l'eau et bien moi, je vais t'aider!

C'est très aimable à toi mais comment peux-tu m'aider ? demanda Macimo.

Je vais réunir le village et leur demander de l'aide pour te construire un nouveau bateau.

Il n'est pas question de couper mes arbres afin de lui construire un bateau gronda Hayden.

Heinkel promis de réfléchir à une solution pour le nouveau bateau mais actuellement tous avaient du travail.

Tard, après la veillée, alors que chacun avait regagné son lit, Harold alla trouver Heinkel et lui dit : "Aujourd'hui, j'ai soigné une mouette qui avait une aile abîmée et elle m'a raconté ce qui est vraiment arrivé à Macimo. C'est un menteur et un voleur et nous ne pouvons pas l'aider pour son bateau".

Je le sais déjà lui répondit Heinkel, le vent me l'a soufflé à l'oreille et je sais quoi faire pour nous en débarrasser et qu'il quitte à jamais notre village. Dans mon coffre magique, je possède un objet qui va m'aider fortement dans la réalisation de mon stratagème.

Dans ce coffre, il y avait énormément de choses : la boîte de couleurs de l'arc en ciel, le sac de poudre d'étoiles, les graines magiques qui font que l'herbe soit si tendre et verte et d'autres merveilles encore qu'il gardait précieusement.
Le matin, un peu avant le réveil des lutins, Heinkel pris dans son coffre le moulin magique.
C'était un moulin ordinaire fait de bois avec une jolie poignée en porcelaine blanche et de petites fleurs bleues dessinées sur le tiroir .
Heinkel avait un petit sourire et ses yeux pétillaient de malice.
Son grand âge ne l'empêchait pas de jouer de vilains tours à ceux qui le méritaient, d'ailleurs, certains s'en souviennent encore.
Heinkel s'installa sur un banc a côté de l'arbre favori de Hayden et attendit le moment propice pour mettre son plan à exécution.
Il n'attendit pas longtemps, en effet, peu de temps après, les lutins arrivèrent accompagnés de Macimo.
C'est à ce moment que Heinkel commença à tourner lentement la poignée du moulin magique.
Macimo n'en croyait pas ses yeux .
Du tiroir du moulin sortaient des dizaines de pièces d'or et plus il tournait la poignée plus les pièces sortaient.
Il en sortait tellement qu'elles roulèrent jusqu'aux pieds de Macimo qui s'empressa de les ramasser afin de vérifier qu'il ne rêvait pas. Jamais il n'aurait pu croire qu'une telle chose existait, il s'approcha de Heinkel ou plutôt du moulin, car une méchante idée venait de lui traverser l'esprit.
Heinkel regarda Macimo et vit dans ses yeux que son plan avait fonctionné, il était content, Macimo allait bientôt quitter le village.

Crois-tu avoir assez de pièces pour acheter ton nouveau bateau , lui demanda Heinkel.

Je pense que cela suffira , répondit Macimo, les yeux toujours fixés sur le moulin. Mais comment fais-tu ,il y a sûrement une formule magique pour avoir autant d'or.

C'est très simple, lui répondit Heinkel, il suffit de demander ce dont tu as besoin et le moulin te le fournira.

Ce qu'Heinkel avait omis volontairement de dire a Macimo c'est que le moulin ne fonctionnait qu'a la condition que l'utilisateur soit très poli. Pour le faire fonctionner il fallait lui dire "S'il te plaît, petit moulin, donne moi ceci ou cela" de même pour qu'il arrête "s'il te plaît , petit moulin arrêtes toi ."

La nuit venue, lorsque le village était profondément endormi, Macimo se leva et s'habilla sans faire de bruit .
Il se dirigea vers la maison d'Heinkel, car à la minute même où il avait vu le moulin et les pièces d'or, il avait décidé de le voler.
Il pensait "Je vais êtres riche, je ne devrai plus jamais travailler, je construirai la plus grande et la plus belle maison qui existe, j'épouserai la plus jolie fille de la région et je deviendrai le chef de mon village ! Avec toutes ces pièces d'or, enfin les villageois me respecteront."
Il s'empara du moulin et se sauva à toute vitesse. Il couru jusqu'au bord de l'océan où la veille il avait repéré une petite barque. Il mit l'embarcation à l'eau et le moulin bien à l'abri sous le siège. Il commença à ramer de toutes ses forces afin de s'éloigner le plus rapidement possible du village.
Il rama toute la nuit, se guidant avec les étoiles afin de ne pas se perdre.
Macimo était pressé de rentrer chez lui et de pouvoir faire toutes les choses auxquelles il avait rêvé.
Tout en ramant, il réfléchit "Si j'utilise le moulin au village et qu'un voisin le voit, il va certainement vouloir le voler donc, je vais demander au moulin de sortir toutes les pièces qu'il a dans le tiroir ensuite, je le cacherai dans les rochers après, je rentrerai riche et fier chez moi."
Aussitôt dit, aussitôt fait, Macimo sort le moulin qu'il avait mis à l'abri sous le siège de la barque, tourne la poignée et dit : "Donne-moi beaucoup d'or ."
Evidemment , Macimo ne sait pas qu'il faut dire "S'il te plaît, petit moulin, donne moi de l'or."
Comme il continue à tourner la poignée de plus belle, ce ne sont pas des pièces d'or qui sortent du tiroir mais du sel, des kilos et des kilos de sel.
Macimo crie : "Arrête - toi, mais arrêt;e ce n'est pas du sel que je demande mais de l'or."
Macimo crie de plus en plus fort , il s'énerve , mais rien n'arrête le petit moulin.
La barque s'alourdit et cela risque de la faire chavirer .
Macimo se rend bien compte qu'il s'est fait avoir par les lutins et ne sachant plus quoi faire, il prend le petit moulin et le jette le plus loin possible dans l'eau.
Depuis ces nombreuses années, le petit moulin continue a déverser du sel dans la mer, personne n'a pu lui demander poliment de s'arrêter et voilà pourquoi toutes les eaux des océans sont salées.

Taken from www.chez.com/feeclochette/Offerts/lemoulin.htm

Connections and Communities

Expectation #12: Use the target language to acquire information in other disciplines.

Benchmark: Compare target language folk songs with similar songs from their own culture.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening); Presentational (speaking)

Description: Students listen to and retell the folk song, "A la claire fontaine." Students then identify similar songs from their own culture (e.g., "My Bonnie Lies Over the Ocean").

Prompt: You have just received an audiotape from your French pen pal. Among several items on the tape is a French folk song "A la claire fontaine." After listening to the song, retell the story that takes place within the song. Then, think of a similar folk song from your own culture and tell how the two songs are similar.

Grading: Use the holistic listening rubric to grade the students' comprehension. Use the holistic speaking rubric for retelling the story told in "A la claire fontaine." OR, use a point system: Students demonstrate proficiency when they can accurately retell the story in the French folk song by giving at least eight significant details. Explaining the similarities between the French song and a song from their own culture is worth 6 points (2 points for each similarity). Similarities may include:

1. The song is about love.
2. The emotion expressed is one of sadness.
3. The lovers are separated.

A LA CLAIRE FONTAINE

1
A la claire fontaine
M'en allant promener
J'ai trouvé l'eau si claire
Que je m'y suis baigné.

Refrain
Il y a longtemps que je t'aime
Jamais je ne t'oublierai.
2
Sous les feuilles d'un chêne
Je me suis fait sécher;
Sur la plus haute branche
Un rossignol chantait.
3
Chante, rossignol, chante
Toi qui as le cœur gai,
Tu as le cœur à rire,
Moi je l'ai à pleurer.
4
J'ai perdu ma maîtresse
Sans l'avoir mérité
Pour un bouquet de roses
Que je lui refusai.
5
Je voudrais que la rose
Fût encore au rosier,
Et que ma douce amie
Fût encore à m'aimer.

Connections and Communities

Expectation #13: Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

Benchmark: Understand words and ideas that can only be grasped through the original language and cultures.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Students will explain terms embedded within an authentic text, in this case a postcard from their pen pal.

Prompt: Below is the text of a postcard you received from your pen pal. A friend of yours has read the card and has underlined certain ideas he/she does not quite understand. Explain each idea in English.

Cher ami/ Chère amie,
Nous voilà enfin à Nîmes où passons nos <u>vacances d'hiver</u>. Demain nous partons pour une station de ski où nous faisons du ski toute la journée. Nous restons dans un apartement de mes grands-parents qui sont en Italie en ce moment. <u>La concièrge</u> est vraiment gentille. Elle me montre sa collection de <u>santons</u> après le déjeuner. Mon père dit que peut-être nous pouvons passer <u>les grandes vacances</u> ici aussi. Alors, je passe maintenant au <u>bureau de tabac</u> pour chercher des timbres pour envoyer cette carte.
Amicalement,
Jean-Philippe

Grading: This quiz is worth 10 points, 2 points for each underlined idea. Students demonstrate proficiency when they can explain at least eight facts out of a possible ten, with no more than two facts given for each idea. Teacher key for accurate interpretation follows.

Les vacances d'hiver: 1. This vacation is taken in February. 2. France is divided into three zones (the Paris region, the northern half excluding the Paris region, and the southern half). Each zone is given a different week off for their winter vacation to avoid overcrowding the winter sports resorts.

La concièrge: 1. Usually a woman whose apartment is on the ground floor by the entrance. 2. She performs a number of small services for the residents of the apartment building such as receiving their mail, opening the door to the apartment building (in older buildings), watching who comes and goes from the building, and small maintenance jobs.)

Les santons: 1. Small terra-cotta figures used in manger scenes at Christmas. 2. Figures not only represent the original people who were at the manger, but also contemporary people (postman, baker, villagers, and so forth).

Les grandes vacances: 1. A month of paid vacation given to all workers. 2. Workers can choose to take their vacation in July or in August.

Le bureau de tabac: 1. A small convenience store that sells tobacco products, candy, and other non-food necessities. 2. A good place to buy stamps and phone cards.

Connections and Communities

Expectation #14: Use the target language to demonstrate an understanding of concepts learned in other disciplines.

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including, weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (6-8)

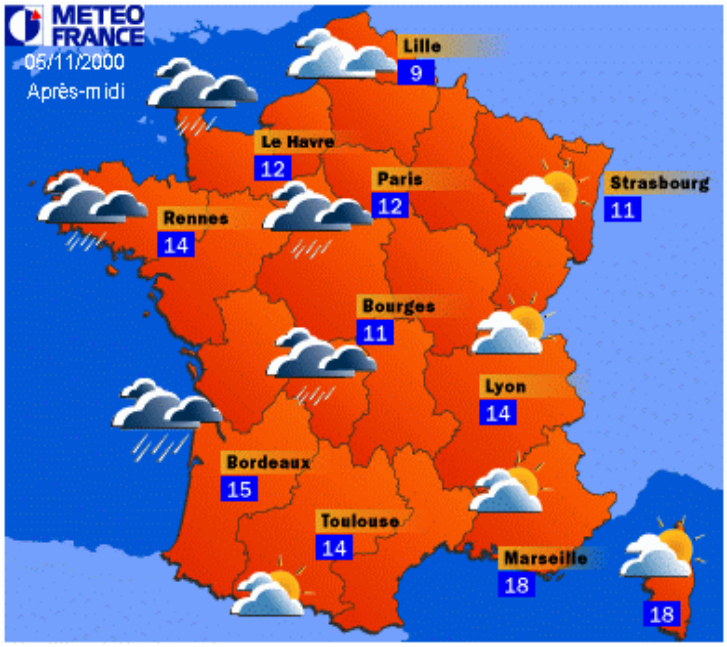
Mode(s) of Communication: Interpretive (reading)

Description: Students demonstrate how well they can read a weather map of France using a Celsius scale and explain the variations in temperature in France based on geography and climatic conditions.

Prompt: Your school is having a United Nations Day, and French will be used as the official language. Discuss the following weather map of France. Answer the questions in French.

Grading: This assessment is worth ten points, two points per question. Students demonstrate proficiency when they can answer eight of the ten questions correctly.

Answers
Maximum: 66 degrés; minimum: 51 degrés
A Marseille il y a des vents qui viennent de l'Afrique qui sont modérés par la Mer Méditerranée
Le climat sur la côte atlantique est modéré par les vents qui viennent de l'Océan Atlantique.
50% (pourcent)
Il ne gèle à aucune ville. Tous les température sont des chiffres positi.



Questions

1. Donnez les températures maximum and minimum en utilisant l'échelle Fahrenheit.
2. Expliquez pourquoi la température à Marseille est la plus haute de toute la France.
3. Expliquez pourquoi les températures sur la côte atlantique sont plus modérées que les températures à l'intérieur de la France.
4. A peu près quel pourcentage de la population française ne va pas voir le soleil aujour'hui?
5. Combien de villes ont les températures sous la pointe de congélation? Expliquez comment vous le savez si vite.

Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students present information about the target language and culture to others.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Students research a region of France or another part of the French-speaking part of the world. Each student prepares a five-minute presentation on that region to be given to group in the community (senior center, travel club, public library forum, French restaurant, etc.)

Prompt: A popular local French restaurant is looking for ways to interest its customers in learning more about various regions in France and areas in the world where French is spoken. The owner of the restaurant asks your class to prepare a short presentation on several regions of France and/or areas of the French-speaking world. Prepare a five-minute presentation on one region for which you are responsible. Include in your presentation information on the geography, climate, natural resources, industry, population, history, and any other unique or interesting feature. Use at least five different French-language web sites in your research. Include those web sites in your bibliography. Make sure you know the correct pronunciation of French places and names, as well as any French expressions you include in your presentation.

Grading: Use the oral presentation rubric. OR, use a point system.The project is worth 80 points (50 points for the presentation, and 30 points for the documentation, including visual aids used in the presentation).