STAGE I: MODEL ASSESSMENTS FOR FRENCH GRADES 9 -12

Communication:

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

Benchmark: Share likes, dislikes, and simple preferences in everyday situations (e.g., objects, categories, people, events.

Stage I (9-12)

Mode(s) of Communication: Interpersonal (writing)

Description: This is one segment of a continuous interactive journal in which students share and elicit personal information. It is interactive in that students respond to each other's questions as well as provide information about themselves. Have students read the requirements listed on the holistic writing rubric before they begin working on the task so they know what is expected of them.

Prompt: You have been creating an interactive journal. For this particlar entry, you should record information about your self and your life at school. Include as much vocabulary as possible. Be sure to use *et*, *mais*, *où*, and *parce que* to join ideas. Read your scoring guide before beginning to write and take time to web or outline your ideas. Once you have your rough draft completed, have another student peer edit it before you write your final draft. Your peer-editor must make written comments and sign your paper! Include the following points in your entry:

- 1) what grade you are in, based on the French system
- 2) different courses that you take, when they meet (24-hr. time and days of the week)
- 3) whether or not you like your classes and why
- 4) your teachers and how they are or what you think of them.
- 5) your friends and their classes, and what classes you have together.

Grading: Use the holistic writing rubric.

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: Comprehend brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students read an authentic note and then write down as many details as possible from it in English.

Prompt: You have received the following note from your friend Sonia. Read the text and then write down as many details as possible from it in English.

Ma grande soeur, Louisa, qui a 20 ans, fait une FAC d'anglais à Paris. Elle est partie il n'y a pas très longtemps en Angleterre, dans une famille. Moi, je suis déjà allée en Angleterre, et toi? J'aimerais que tu me parles de ton collège aussi. Si tu as trop de mal à comprendre ma lettre, demande à ton french-teacher. Répond-moi vite, je suis très pressé de lire ta prochaine lettre, mais à chaque fois j'attends longtemps!

Sonia

Grading: Use the holistic reading rubric.

Communication

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

Benchmark: Tell or retell stories orally or in writing and share them with an audience, such as the class.

Mode(s) of Communication: Presentational (writing)

Description: Have students write about a vacation

Prompt: You are planning to visit your pen pal and her family. Before you arrive in Tours, where she lives, you will be doing some other traveling in France and other countries. Write up a descriptive itinerary of your trip. Use the points below to guide you. Remember to include a wide variety of verbs and adjectives and vary your subjects and sentence order. Include in your letter:

- when you leave
- when you arrive
- who accompanies you
- what you do and why
- reactions to your activities
- how long you stay
- when you return
- how you feel when you get home

Grading: Use the holistic writing rubric.

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: Perform age-appropriate cultural activities such as games, songs, celebrations, storytelling, and dramatization in the language studied and compare them with their own.

Stage I (9-12)

Mode(s) of Communication: Interpretive (listening)

Description: This multiple-skill activity should follow student-led presentations pertaining to francophone Africa and class discussions about colonialization and negritude. The activity involves primarily listening and reading skills.

Prompt: Listen to the Cameroonian woman reading a poem recorded on tape. Repeat the lines after your teacher, trying to focus on pronunciation. Then read the poem a few times to yourself and answer the questions that follow.

Grading: Use the holistic reading rubric. Integrate elements of cultural awareness such as the student's ability to articulate the similarities and differences between the target culture and their own culture and the student's ability to identify how the piece reflects the target culture.

TA MAIN, MA MAIN

Ta main brune, ma main noire,
Ewáye Ewáye!
Ta main des îles odorantes
Ma main d'Afrique ensoleillée
Ewáye Ewáye!
Se passent la plume claire
Qui fleurira des mots d'or
D'où sortira le bel unisson
des continents enfin rassemblés!
Ta main, ma main
En quête de mains jaunes,
De mains blanches, de mains rouges
Toute de paix! Toute de paix!
Ta main brune, ma main noire.
Ewáye Ewáye!

MBAYE GANA KEBEL

Questions:

- 1. Quelle est la signification des couleurs mentionnées dans ce poème?
- 2. Quelles références au climat de l'Afrique de l'Ouest y voyez-vous?
- 3. Quelle partie du corps est nommée plusierus fois dans le poème?
- 1. Comment la culture africaine est-elle illustrée dans le poème?
- 2. Dessinez une image qui illustre la significaiton du poème et expliquez-la en français.
- 6. Le sentiment de ce poème, est-il exprimé en poèmes, chants, ou histoires dans votre propre culture? Expliquez.

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

Benchmark: Express simple ideas and perspectives about the cultures studied.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: This reading activity is designed to assess students' abilities to read and comprehend authentic texts. In particular, they are encouraged to contstruct the meaning of the text based on its genre and supporting information, such as illustrations and lettering. The assessment can be done as an individual or a group assessment.

Prompt: Read the ad below "Les papillotes," then discuss the questions that follow with your partner.

- 1. Quel est le produit dans la publicité?
- 2. Comment le produit est-il décrit?
- 3. Quel est l'offre extraordinaire de la publicité?
- 4. Y a-t-il des produits similaires aux Etats-Unis? Trouvez une publicitié en anglais.
- 5. Comment la culture est-elle réfléchie dans chaque publicité?

Grading: Use the holistic reading rubric and/or the responses to the preceding questions. Integrate elements of cultural insight.

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

Benchmark: Compare children's music, songs, and musical instruments from the target cultures with music, songs, and musical instruments from their own culture.

Stage I (9-12)

Mode(s) of Communication: Interpretive (listening, reading)

Description: This is a listening activity using a children's song performed by a French singer, Henri Dès. Students first listen to the song without the lyrics, then again while reading the lyrics.

Prompt: A friend of yours in France has sent you a tape with one of his favorite childhood songs on it. Listen to the song twice without the lyrics then again with them. Try to get an idea of what the song is about. Then read over the lyrics and respond to the questions that follow in English.

Grading: Use the holistic reading rubric and/or the responses to the questions that follow.

Henri Dès - Un beau tambour

J'ai reçu- plan plan
J'ai reçu- plan plan
J'ai reçu un beau tambour
Et je joue- plan plan
Et je joue- plan plan
Et je joue quand il fait jour
Et quand il fait nuit
Et le mercredi
Et quand papa dort encore
Et pour les voisins
Le dimanche matin
Je vais dans le corridor

Questions:

- 1. What is this song about?
- 2. What example do you see of onomatopoeia (words that sound life sounds)?
- 3. Is the child well liked? Provide details to support your answer.
- 4. When does the child not perform?
- 5. If s/he were your younger sibling, how would you respond to the performances? Why?
- 6. Do you know a similar children's song in your native language?
- 7. Compare/contrast the two songs.

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 (9-12)

Mode(s) of Communication: Interpretive (listening)

Description: This listening assessment is based upon an authentic videotaped interview of French-speaking youth around the world. The interview concerns the theme of "an ideal friend." Any video or audiotape focused on this theme should be appropriate.

Prompt: What does it mean to be a friend? What characteristics do you look for in your friends? Before listening to the interviews with French-speaking youth around the world, jot down in English a list of important characteristics of friends. Now listen to the speakers describing a friend and answer the questions that follow:

- 1. List as many characteristics of a friend as possible that you heard the French speakers mention.
- 2. Compare and/or contrast the two lists.
- 3. What conclusion can you draw about the view of friends and friendship in both cultures?

Grading: Use the holistic listening rubric. Integrate elements of cultural awareness.

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

Benchmark: Identify idiomatic expressions in both their native language and the target language and describe how idiomatic expressions work in general.

Stage I (9-12)

Mode: Interpersonal (speaking/listening); Presentational (writing)

Description: This is a speaking activity that involves students' understanding of idiomatic expressions, travel vocabulary, and intercultural communication.

Prompt: You will role play with another student in the following situation: You have a summer intership at a teen magazine that is published in French. The July issue focuses on student travel. Your assignment is to interview a student who has just arrived from Martinique and will be spending three weeks with a family in your community. You meet the student at the airport and conduct an interview to find out the following information:

- 1. Student's expectations for his/her stay with an American family
- 2. His/her feelings about the experience
- 3. His/her feelings at the moment of arrival
- 4. What he/she hopes to do
- 5. What he/she hopes to learn

Grading: Use the holistic speaking rubric for the role play and the and the holistic writing rubric for the magazine article.

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

Benchmark: Demonstrate an awareness that gestures are an important part of communication and that the meaning of gestures may differ among languages.

Stage I (9-12)

Mode(s) of Communication: Interpersonal (listening, speaking)

Description: This is a speaking assessment designed to ascertain whether students understand cultural nuances.

Prompt: You are living as an exchange student in France. One day while strolling down the street, you encounter Mme. Valmont, the mother of one of your classmates, whom you have previously met. Act out a roleplay with a partner in which he/she plays the part of Mme. Valmont. First, greet each other, using appropriate gestures and body language. Then, ask about each other's health, activities, and plans for you to come over to visit her son.

Grading: Use the holistic speaking rubric. Integrate elements of cultural appropriateness into the rubrics.

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

Benchmark: Read and understand authentic materials such as menus, schedules, forms, and advertisements.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students will use a French TV guide for this activity in which they read about TV programs, then respond to questions. Online newspapers or magazines from a French speaking culture will have current schedules.

Prompt: One of your favorite pastimes in the U.S. is to watch television. To learn more about French TV, look at the TV guide and answer the questions that follow in English.

- 1. Which programs would you watch and why?
- 2. Which programs do you find uninteresting? Why?
- 3. Compare and contrast TV shows in France with those in the U.S.
- 4. Which American TV shows are shown in France? How do you think these were chosen over other options?
- 5. What ideas might French people get about Americans from watching these shows?

Grading: Use the holistic reading rubric. Integrate elements of cultural awareness.

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

Benchmark: Compare age-appropriate subject content such as folk tales, short stories, poems, and songs written for speakers of the target language with similar texts written for their own age group.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: In this assessment, students read an authentic African folk tale and respond to questions in English individually, with a partner, or in groups.

Prompt: We can learn a lot about other cultures by learning about their heritage and art. One good source of cultural knowledge is the folk tale because it integrates aspects of tradition and storytelling. Read the folk tale "Cheval de bois" below; then answer the questions that follow in English.

- 1. What is the main theme of this folk tale?
- 2. What are some symbols you see in "Cheval de bois?"
- 3. What images are presented in this folk tale?
- 4. Summarize "Cheval de bois" in English.
- 5. How might the culture represented in this folk tale be different than yours? Explain how and why.
- 6. Compare this folk tale with one you know in your native language.

Grading: Use the holistic reading rubric. Integrate elements of cultural awareness.

Cheval de bois

ette année, la ville de Saint-Pierre accueille le manège de la famille Quinquina pour sa fête patronale. Le manège s'est



installé sur la place du marché, face à la mer. Madame Quinquina tient une buvette où elle sert des limonades multicolores.

Monsieur Quinquina et ses deux fils jouent de la flûte de

bambou et du "ti-bwa". Au rythme de cette musique, le manège de chevaux de bois, poussé par de robustes jeunes gens, tourne, tourne, tourne.

Cheval bleu, bleu comme l'océan, Cheval noir, noir comme la nuit. Cheval blanc, blanc comme les nuages. Cheval vert, vert comme les bambous. Cheval rouge, rouge comme le flamboyant. Cheval jaune, jaune comme l'allamanda.

n arrête la musique, O on arrête le manège. C'est un tollé général : les mères rassemblent leurs enfants. En quelques secondes, la place est vide. Le maire et ses conseillers décident d'aller chercher le sage Congo.



..Congo s'approche du manège et caresse les flancs du cheval bleu, bleu comme l'océan

— Je vais te délivrer! cheval bleu, bleu comme l'océan, car ton rêve est vivant, il s'est métamorphosé en oiseau. Congo s'assied près du cheval bleu, bleu comme l'océan. Quand le maire voit Congo tranquillement assis, il sort de la mairie en courant et hurle :



Que faites-vous?

uand la nuit met son manteau étoilé et ouvre son œil d'or,

J'attends, dit doucement Congo. Vous attendez quoi? demande le maire.

J'attends que la nuit mette son manteau étoilé et ouvre son œil d'or. Je ferai alors un grand feu.



es chevaux de bois tournent, toument et, sur leur dos, tous les enfants sont

Mais quand la nuit parfumée caresse l'île, les chevaux de

bois rêvent. Le cheval bleu, bleu comme l'océan, rêve de partir, partir loin, visiter les îles, visiter le monde. Il a entendu dire que la terre est ronde. Vrai ou faux? Il aimerait bien savoir! Cela fait si

longtemps qu'il porte ce rêve dans sa carcasse de bois que cette nuit-là, son rêve devient oiseau. L'oiseau bat des ailes dans le corps du cheval bleu, bleu comme l'océan.



Au matin, un enfant monte sur le cheval bleu.

Tout à coup, il commence à hurler :

- Maman, maman, il y a une bête dans le cheval. J'ai peur! Je

Congo prend tendrement dans ses bras le cheval bleu; bleus comme l'océan, et le dépose dans les flammes. Le feu crépite, chante, et l'or des flammes devient bleu, bleu comme l'océan. Les habitants de Saint-Pierre voient un immense oiseau bleu.

bleu comme l'océan. s'élever dans la nuit étoilée et s'envoler vers l'horizon. Congo, heureux. murmure · -Bon vent.

oiseau-rêve!



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 (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: This is a reading assessment testing students' reading skills and understanding of French culture

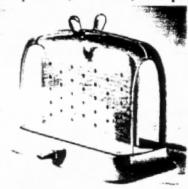
Prompt: Below is an ad taken from a French newspaper that reveals an aspect specific to French culture. After reading "Petit déjeuner sous verre," respond to the questions in English.

- 1. What French words are the most important for understanding this ad?
- 2. What words are unfamiliar? What do you think they might mean?
- 3. What is the main idea of this ad?
- 4. Tell why this ad is appropriate for a publication in a French speaking country.

Grading: Assign points to the answers to the questions above or use the holistic reading rubric.

Petit déjeuner sous verre A travers les parois vitrées de ce grille-pain,

on pourra, en 2001, reluquer ses toasts en



train de brunir. Ses parois latérales s'ouvrent et accueillent croissants ou baguette. Et si ça crame, il s'éteint automatiquement. Assortie au grillepain, la bouil-

loire: deux objets du futur griffés Stefano Marzano, architecte designer pour Philips.

Photos Joseph Benita, François Cadière, DR

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 (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: This reading and speaking activity involves reading information relative to clothing then responding to questions over content and related disciplines. (Enlarge picture to 150% before printing for better visibility.)

Prompt: While browsing through a French newspaper at a café, you come across the following ads. After reading "Maille piquée" and the "Note culturelle," answer the following questions. Then discuss your answers with a partner.

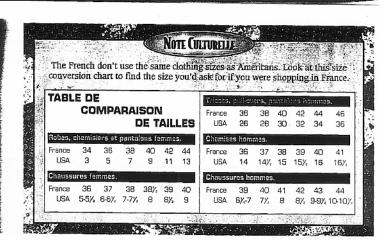
- 1) What number patterns you see in the French sizing system vs. the American one?
- 2) How much the clothes would cost in euros... dollars...?
- 3) What the numbers beside the colors represent?
- 4) What other characteristics of clothing are mentioned?

Grading: Use the holistic reading rubric and the holistic speaking rubric. Integrate elements of interdisciplinary connections.



5 deux cent soixante-six

CHAPITRE 10 Dans un magasin de vêtements



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

Benchmark: Students perform for a school or community celebration.

Stage I (9-12)

Mode(s) of Communication: Interpersonal (speaking, listening)

Description: Students have just learned about shopping, small stores in France, pertinent French foods, and European currency. Now they are to design and make small specialty stores where they sell authentic food they have prepared to community members during Exhibition Day or an Open House. Students should communicate solely in the target language.

Prompt: In groups of two to five you will create a small specialty store, keeping it as culturally authentic as possible. You will also prepare the appropriate food to sell in your store, label and price your items in French currency and euros. Then you will sell your products to community members. The customers will be provided a list of expressions to use so that all interactions will take place in French.

Grading: Use the visuals and artwork rubric and the holistic speaking rubric. This project is graded for authenticity, creativity, cultural appropriateness, use of French and effective communication in French.