STAGE TWO:
MODEL ASSESSMENTS FOR
FRENCH
Stage II refers to the intermediate level of language learning and assumes that learners are developing the basic foundation of their language skills and are moving toward proficiency. The following is a list of text types and contexts associated with Stage II that are found in *Foreign Languages: Ohio’s Model Competency-Based Program* and that were used in creating the model assessments.

**Text Type**

Students who are proficient at Stage II of language development can:

- participate in simple conversational situations using sentences and groups of sentences (interpersonal)
- create messages by combining and recombining learned phrases and words (interpersonal and presentational)
- write simple messages (interpersonal)
- read and understand authentic texts dealing with familiar topics (interpretive)
- understand the main ideas when listening to conversations dealing with familiar topics or themes (interpretive)

**Context**

Students who are proficient at Stage II should be able to use the target language to:

- exchange information about personal events and memorable experiences
- acquire goods, services, or information orally and/or in writing
- compare and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects
- write short paragraphs on topics of personal interest
- comprehend information and messages on topics related to other school subjects
- present short plays and skits for an audience of peers or adults understand the main ideas and significant details on familiar topics in selected text
- prepare a presentation which compares cultural beliefs and perspectives of people in both their own and the target culture(s)
STAGE II: 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: Exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Stage II (6-8)

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

Description: Students will exchange information about a visit to another city, discussing monuments, places of interest, and giving their opinions about them. Use pictures to get them talking about places in a city, tourist attractions, things of interest, etc.

Prompt: You are traveling with your class in France. Half the group has visited Paris, and half has visited Strasbourg. Get together with one of the members of the other group and share information about monuments and places of interest that you saw, stating your opinion about them.

Grading: Use the holistic speaking 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:** Understand the main themes and significant details on topics taken from other subjects and derived from products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.

**Stage II (6-8)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students will read a newspaper/magazine/e-mail article based on a cultural subject in French. They will then answer questions about main themes and significant details found in the article. Any topic can be chosen for this assessment. For this particular task, you need to find an article on teen fashion in the Internet or a French magazine.

**Prompt:** You will be traveling to France this summer and want to make sure you are up to date with hip European fashion. Read the following article on fashion trends for teenagers. Then summarize in English what your read in as much detail as possible.

**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: Prepare stories or brief written reports about personal experiences, brief personal events, or other school subjects to share with classmates and/or members of the target culture.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing, speaking)

Description: The student will prepare a story about a lesson learned in another subject area and present it to classmates using visuals/objects/demonstrations to enhance comprehension.

Prompt: In preparation for an exchange year in a French-speaking country, you need to practice your ability using French to communicate in other subject areas. To do so, write a summary about a lesson you learned in another subject area in school (e.g., the Gulf Stream’s effect on weather in France, explain a painting) and present it to your classmates without reading directly from your notes. Use visuals/objects/demonstrations to ensure that they understand what you are presenting.

Grading: Use the holistic writing rubric for the written report. Use the oral presentation rubric and the visuals and artwork rubric for the presentation.
Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target cultures and compare them with their own.

Benchmark: Participate in age-appropriate cultural practices, such as games, sports, and entertainment in the language studied.

Stage II (6-8)

Mode(s) of Communication: Interpretive (listening); presentational (writing)

Description: For this assessment the student will participate in a game that simulates the cultural practices of students in the same age group in a French-speaking culture.

Prompt: An important part of any culture are the games and pastime activities in which people participate. Today, you will learn about and participate in the game *boules*. We will talk in French about the commonly accepted behaviors, beliefs, and points of view of the target culture relating to this game. You will then write a paragraph in French making three comparisons between *boules* and sports you are familiar with in your culture.

Grading: Use the holistic writing rubric for summary and comparison. Assess the students’ ability to play the game: Explain or demonstrate steps; measure closest/farthest and produce a chart; explain the results.
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, discuss, and analyze themes, ideas, and perspectives related to the products being studied.

**Stage II (6-8)**

**Mode(s) of Communication:** Presentational (writing, speaking)

**Description:** In this assessment, the student will identify, discuss, and analyze themes, ideas, and perspectives related to fashion in a French-speaking country.

**Prompt:** Fashion is an important part of young people’s lives as a form of expression and creativity. Think about common themes related to fashion in the U.S. (styles, trends, etc.) and discuss them with your classmates. Then, together, identify, discuss, and analyze themes, ideas, and perspectives related to fashion among students of your age in a French-speaking country. Then talk with some visiting French students about the importance of fashion in the U.S. and how students your age view being “à la mode.” Compare what the French visitors think is fashionable with what you and your friends think is fashionable. Then, write a summary of these comparisons in French and present it to your classmates.

**Grading:** Use the holistic writing rubric for the written report and the oral presentation rubric for the oral report.
Cultures

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

**Benchmark:** Experience (read, listen to, observe, perform) expressive cultural products (e.g., stories, poetry, music, paintings, dance, and drama).

**Stage II (6-8)**

**Mode(s) of Communication:** Presentational (writing)

**Description:** The students will listen to a musical selection of a composer from a French-speaking country, and analyze and explain the significance of the musical contributions of this composer. Be sure to explicitly teach musical terminology.

**Prompt:** We can learn a great deal about the cultural tradition of a country by listening to music. Listen to “Claire de Lune” by Debussy. Then, using French sources, explain the significance of the musical contributions of this composer. After gathering information from various sources, write a report about Debussy. Include pictures and illustrations to make your report more interesting.

**Grading:** Use the holistic writing rubric. Use the visuals and artwork rubric to evaluate students’ additional materials.
Cultures

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

**Benchmark:** Explain the relationship between cultural perspectives and expressive products (e.g., music, visual arts, and appropriate forms of literature).

**Stage II (6-8)**

**Mode(s) of Communication:** Presentational (writing)

**Description:** For this assessment, students will analyze and explain the significance of a style of art by examining a painting. They should connect the piece of art with the cultural perspectives of people living in the artist’s country, with leading questions from the teacher.

**Prompt:** When you look at a painting, what does it tell you about the culture in which it was created? Look at this painting by René Magritte and listen to an explanation in French (from you, the teacher, a video or audio text, the web) about the significance of Surrealism, an important artistic movement in France and Europe. Then, look at how this artist’s work exhibits elements of surrealism and write a paragraph giving three examples of Surrealism in the work.

**Grading:** Use the holistic writing rubric.
Expectation #8: Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

Benchmark: Identify and discuss major historical events in the cultures studied and examine their impact on their own culture.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing, speaking)

Description: The student will choose one historical event in the history of the Ivory Coast, and discuss the impact it has had on the culture. The teacher first leads a discussion on such issues.

Prompt: You are being asked to create a report about the Ivory Coast for your school’s Open House. Choose one historical event in the history of the Ivory Coast and write a report about the impact this event had on the people and culture there. Research various French sources (on the web or in the library) and include them in your report. Write your report and include visuals to make it more interesting.

Grading: Use the holistic reading rubric. Use the visuals and artwork rubric to grade the students’ supplementary materials and 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:** Understand the category of grammatical gender in languages and use it in their spoken and written language.

**Stage II (6-8)**

**Mode(s) of Communication:** Presentational (writing)

**Description:** For this task, students will investigate grammatical gender in French by identifying articles and adjectives in an authentic text. They will then compare the French nouns to the same nouns in English and discuss whether the latter have distinctive gender markers.

**Prompt:** Look at an article taken from a teen magazine in a French-speaking culture. Circle all of the gender indicators (definite and indefinite articles, adjectives) in the paragraph. Do you see a pattern between the definite articles and the nouns they modify? Think of the same nouns in English. Do English speakers associate a particular gender with the modified noun (e.g., cars, boats, the ocean)? Try to explain in which cases a gender is associated with the English nouns and when it is associated with French nouns. Write a brief explanation.

**Grading:** Award 1 point for each circled or marked form and two points for each explanation.
Cultures

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

Benchmark: Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: For this assessment, the student will compare different ways of expressing respect and communicating status differences in the target language and their own. Have students work in small groups. Give each group a card with a different scenario on it. Students act out different roles requiring different registers (e.g., students talking with each other and a teacher at a school function, student talking to an attendant at a museum or a store, two business people making lunch arrangements, etc.).

Prompt: Using the proper forms of formal and informal address is a very important part of the culture of France. To practice this function, work with your classmates in groups of three or four to prepare the scenario listed on the card you receive. Each of the group members will play one of the roles listed on the card. After practicing a few times, perform the role play for your classmates. Pay special attention to register and showing respect by using the correct forms of address. Use culturally appropriate gestures when possible.

Grading: Use the holistic speaking rubric.
Cultures

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

Benchmark: Use appropriate verbal and nonverbal behavior for daily activities among peers and adults.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: Given a specific situation, the student will use appropriate verbal and nonverbal behavior in daily activities with peers and adults.

Prompt: Imagine you are meeting your new French teacher for the first time and you want to find out what his expectations are for the class. You will greet him properly and then ask him how often the class meets, what you should bring to class, and whether you will be making a class trip. Also, ask him questions about the work you will need to do (e.g., the number of homework assignments, how often, how many tests there will be). Remember to use the appropriate forms of address.

Grading: Use the holistic speaking rubric.
Cultures

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

Benchmark: Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: The students will be given a situation in which they role play introductions and greeting of new French-speaking peers. Students will perform the role plays for the entire class. After all groups have performed, ask students to describe the similarities and differences in interactions between students in the U.S. and students in France. They should consider gestures, register, colloquialisms, degree of familiarity, etc.

Prompt: You have just arrived in France where you will be spending a year as an exchange student. You are going to a welcoming reception at school where all of the other exchange students as well as the French students will be. Greet and introduce yourself to the students and find out something about them. Consider appropriate gestures, registers, degree of familiarity, etc. After you have completed the role play discuss as a class how interactions between students/teenagers in France compare to those of students/teenagers in the U.S.

Grading: Use the holistic speaking rubric.
Connections and Communities

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

**Benchmark:** Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

**Stage II (6-8)**

**Mode(s) of Communication:** Presentational (writing)

**Description:** Students will use the Internet and any sources available to them in French to research the French Government.

**Prompt:** In preparation for a visit by a French exchange class, you and your classmates will prepare reports on the present-day French government (e.g., the presidency, the assemblée nationale). Look up information on the Internet, in French newspapers, and in the library. Since you will be writing in French, remember to keep things simple but informative. Use a variety of sentence structures, adjectives, and verb choices. Include images and diagrams to make your report more interesting.

**Grading:** Use the holistic writing rubric to grade the report and the visuals and artwork rubric to grade the supplementary materials.
Connections and Communities

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

Benchmark: Use sources (catalogs, key pals, web sites, magazines) intended for same-age speakers of the target language to prepare reports on topics of personal interest.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: For this item, the student will consult three of the four following sources to prepare a report in French on a topic of personal interest: catalogs in French, French-speaking keypals, web sites in French (with proper supervision), magazines in French.

Prompt: Your exchange class in France wants to know what teenage life is like in the United States and how it compares to teenage life in France. Pick one topic in which you are personally interested, such as sports, entertainment, art, music, the educational system, fashion, etc. Then research the topic in French resources such as books, magazines, newspapers, and the Internet. Then, write your report about the topic you have researched, using your own words. Remember to include comparisons between the U.S. and France. Make your report more interesting by including illustrations, personal pictures, and diagrams. You may consult your textbook and dictionaries for vocabulary and usage. Prepare a Venn diagram to keep track of French/American perspectives on the issues. Use the Venn diagram to create three paragraphs about your topic.

Grading: Use the holistic writing rubric to grade the report and the visuals and artwork rubric to grade students’ supplementary material.
Connections and Communities

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

Benchmark: Understand ideas and view points that can only be explained in terms of the original language and culture.

Stage II (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: For this assessment, students will investigate five idiomatic expressions, maxims, or proverbs and give an explanation in English about their literal and figurative meanings. The students will explain the cultural significance of each as well as any important linguistic points. Then, they will try to come up with similar idioms in English, comparing them with the French expressions.

Prompt: For your open house, you have been asked to explain typical French idioms to parents and guests and to compare them with similar idioms in English. Choose five expressions (idioms, maxims, proverbs) in French from any French-speaking country. Then write an explanation in English for each of the terms and both its literal and figurative meanings. Use pictures wherever possible to help illustrate your point. Then, link the French idiom to a similar or related idiom in English. How are they similar and/or different?

Grading: Use a point system (2 x 5) for this assessment.
Connections and Communities

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

Benchmark: Discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.

Stage II (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Students will choose a topic from another academic area and discuss it in French with classmates, using visuals to enhance meaning.

Prompt: You will be having French-speaking visitors in class and want to share with them what you have been learning in your other classes. Choose a topic you have been learning about in one of your other classes, such as clouds, an event in history, the U.S. political system, and prepare an oral report in French. In your report you should describe a particular concept or event; make sure your topic is not too broad. Use visuals to make your report more interesting and prepare questions for your classmates to encourage their participation. You may use visuals and note cards, but you may not read from them word for word.

Grading: Use the oral presentation rubric to grade the report and the visuals and artwork rubric to grade students’ supplementary materials.
Connections and Communities

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

Benchmark: Present reports in the target language, orally and/or in writing, on topics being studied in other classes.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: The student will research and prepare a written report in French on a topic being studied in another class.

Prompt: Your French exchange class is interested in learning more about what you learn in your other classes at school. Choose a topic you have been learning about in one of your other classes, such as clouds, Pascal’s Triangle or the Fibonacci numbering system, an event in history, the U.S. political system, and prepare a written report in French. In your report you should describe a specific concept or event. Make sure your topic is not too broad. Use visuals to make your report more interesting and prepare questions for your peer readers to ensure that they have understood your report.

Grading: Use the holistic writing rubric for the report and the visuals and artwork rubric for students’ supplementary materials.
Connections and Communities

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

Benchmark: Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.

Stage II (6-8)

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

Description: Students will discuss their preferences concerning leisure activities and current events with their classmates or with students from a nearby high school French class or actual native speakers.

Prompt: During a classroom exchange, you will discuss with your French exchange class or a French class at another school your preferences with regard to leisure activities (e.g., sports, movies, concerts) and current events. This discussion can take place via e-mail or an in-class discussion. Describe the activities and specify your likes and dislikes, explaining why you do or do not like a particular activity. Use French only to explain your opinion.

Grading: Use the holistic speaking/writing rubric.
STAGE II:
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:** Exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpersonal (writing, reading)

**Description:** Students write letters in which they describe a memorable holiday celebration, and then they receive letters from native speakers their own age as they describe a memorable holiday celebration.

**Prompt:** The Belgian school with which you are paired wants to know more about holidays celebrated in the United States. In particular, they want to learn about the personal experiences of Americans like you. Your class is preparing letters in which each member of your class recounts a memorable holiday. Give important background details to your story: how old you were, where you lived, which family members were involved, and so forth. Then, briefly write about events that happened on this holiday that made it so memorable. When you receive a letter from the Belgian school, read about the experience of a Belgian student as he/she tells you about a memorable holiday. Compare and contrast the experience of the Belgian student with your own story. Write about five similarities and/or differences.

**Grading:** Use the holistic writing rubric. Students demonstrate proficiency when they include sufficient details regarding the information requested in the prompt. You might also count one point for each similarity and difference.
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:** Understand announcements and messages connected to daily activities in the target culture.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read a description of a film and tell what it is about.

**Prompt:** Your family is staying in a hotel in Strasbourg. There is a video library in the hotel from which guests can rent a film and play it in their room. Your ten-year-old brother picks out a video that looks interesting to him based on the graphics and photos on the cover of the video case. There is the following text that includes the title of the video and a description of the film. Read the text and help your brother understand what the video is about.

**CASPER L'APPRENTI FANTÔME** : un film de **Sean McNAMARA** avec **Steve GUTTENBERG**.


**Grading:** Use the holistic reading rubric.

**Tips for the teacher:** Here are some possible responses students might make.

- Casper meets Chris.
- Chris is a twelve-year-old boy.
- Chris is very interested in ghosts.
- Casper is helped by his three “uncles” and by Chris.
- Casper’s “uncles” are named Teigneux, Crado, and Bouffi.

Students demonstrate greater proficiency when they can identify ideas such as the following:

- Casper escapes from a ghost train (or a train transporting ghosts).
- Casper’s “uncles” are very weird.
Communication

**Expectation 3:** Present information and ideas on topics familiar to the presenter to a general audience of listeners and readers.

**Benchmark:** Present short plays and skits, recite selected poems and anecdotes, and perform songs in the language studied for an adult audience.

**Stage II (9-12)**

**Mode(s) of Communication:** Presentational (speaking)

**Description:** Students read the following poem and make drawings to help their audience understand the poem.

**Prompt:** Your French teacher has invited all the teachers and administrators at your school to a poetry reading in French during their lunch period. You have the following poem to prepare for your recitation. Read the poem and make drawings that show that you understand the poem. Use the drawings to help the adults understand the poem as you recite it from heart.

*(Untitled poem)*

Il n’a qu’une différence
Entre l’école et les vacances
C’est que je fais ce qui me plaît

Il n’a qu’une différence
Entre la classe et la maison
C’est le ciel bleu par la fenêtre.

Il n’a qu’une différence
Entre la cour et mon jardin
C’est que je joue avec mon chien.

Il n’a qu’une différence
Entre un élève et un ami
C’est que l’ami je le choisis.

From *Adolescence en poésie* (Gallimanrd, Collection folio junior, 1982)

**Grading:** Use the visuals and artwork rubric. Create a rubric for poetry recitation that might include clarity, rhythm, pronunciation, voice quality (loud enough, matches content of poem).
**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:** Compare cultural beliefs and perspectives of people in both their own and the target cultures.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpersonal (listening, speaking); presentational (writing)

**Description:** American students and French students discuss what school is like for students in both countries during the last month of high school. (If no visitors are present, use a videotape or audio tape of a student describing *la terminale*. Mode would change to interpretive in first part of task.)

**Prompt:** Students from a school in France are visiting your school during a student exchange. Today you are paired with a French student and are to find out what it is like during the last month of high school in each country. Describe what American seniors do during their last month in school and ask questions to find out what French students in *la terminale* do during their last month of school. Write about three differences between what the American student experiences and what the French student experiences.

**Grading:** Use the holistic writing rubric.
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: Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities and compare them with their own.

Stage II (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students read a description of a household appliance and compare it with a similar product in their own home. Students then make inferences about the culture of French consumers.

Prompt: Your family is moving to Grenoble and needs to buy some major household appliances. Your parents are looking in an Internet catalog and find this description of an appliance. Compare this appliance with the one you have at home. Note any differences and make some inferences about French culture based on those differences.

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Lave-vaisselle - 12 couverts - Température 65°C - 4 programmes : prélavage, intensif, normal, économique - 4 voyants dont sel et liquide de rinçage - Filtre autonettoyant - Cuve et contre-porte en acier inoxydable - Panier supérieur réglable - Niveau sonore : 54 dB - Conso. : 18L/1,45kWh - Classe d'efficacité énergétique C. - Dim. : L.59,5 x H.85 x P.60 cm

<http://194.51.236.119/pulsat/Description.asp?rayon%5Fid=3&famille%5Fid=154&num%5Frecherche=107913&pf%5Fid=7175&critere%5Fid=155>
**Grading:** Students list at least four similarities and four differences. They make two inferences. Award points for each.

**Tips for the teacher:** Here are some possible responses students might make:

**Similarities**
The dishwasher has different cycles.
The dishwasher can use dish washing liquid or powder.
The dishwasher has a self-cleaning filter.
The dishwasher is rustproof.
Power consumption is given in kilowatts per hour.
The energy efficiency of the dishwasher is given.

**Differences**
The temperature of the water is given in Celsius.
The upper tray is adjustable.
The noise level of the dishwasher is given in decibels.
The dimensions are in centimeters.
Water consumption is given in liters.
Power consumption is listed.
This dishwasher is much smaller than typical American models.

**Inferences**
Water consumption is important to the French consumer.
Power consumption is important to the French consumer.
French consumers are conscious of the size of appliances.
French homes and apartments are smaller than American homes and apartments.
Being able to adjust the upper tray is an attractive feature to French consumers.
Cultures

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

**Benchmark:** Describe the effects of expressive cultural products (e.g., stories, poetry, music, paintings, dance, and drama) on the cultures studied.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read a poem by Victor Hugo and describe the character of his father. By doing so, the students learn the meaning of character according to 19th century French standards. (See attached poem.)

**Prompt:** Victor Hugo was a literary giant in France during virtually all of the 19th century. Not only was he a genius who wrote novels, poems, and plays of enormous popularity, he was also a strong voice of the people during a century of political instability in France.

In this poem, Hugo writes about his father whom he considers a hero. Read the poem and identify the admirable characteristics of Hugo’s father, and explain how his actions made his son so proud of him.

**Grading:** Use the holistic reading rubric.
APRÈS LA BATAILLE
Poème de Victor Hugo

Mon père, ce héros au sourire si doux
Suivi d'un seul housard qu'il aimait entre tous
Pour sa grande bravoure et pour sa haute taille,
Parcourait à cheval, le soir d'une bataille,
Le champ couvert de morts sur qui tombait la nuit.
Il lui sembla dans l'ombre entendre un faible bruit.
C'était un Espagnol de l'armée en déroute
Qui se traînait sanglant sur le bord de la route,
Râlant, brisé, livide, et mort plus qu'à moitié,
Et qui disait : -A boire! à boire par pitié!-
Mon père, ému, tendit à son housard fidèle
Une gourde de rhum qui pendait à sa selle,
Et dit : -Tiens, donne à boire à ce pauvre blessé.-

Tout à coup, au moment où le housard baissé
Se penchait vers lui, l'homme, une espèce de Maure,
Saisit un pistolet qu'il étreignait encore,
Et vise au front mon père en criant : -Caramba!-
Le coup passa si près, que le chapeau tomba,
Et que le cheval fit un écart en arrière.

-Donne-lui tout de même à boire,- dit mon père.

_La légende des siècles_, tome second (1859)
Cultures

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

**Benchmark:** Identify and discuss major historical events in the cultures studied and examine their impact on their own culture.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read a text in French describing the Renaissance. They are to identify an important change in French culture because of a decision made during this time period.

**Prompt:** You learn in history class that, during the Middle Ages in Europe, the language of the courts and of government was Latin. Of course, Latin is no longer the official language in European countries. So you ask your French teacher when French became the official language of the French government. Your French teacher gives you a book with the following passage. Read the passage and report back your findings to your teacher.

La Renaissance

…sous l’influence aussi de la Renaissance italienne, la France entre dans une phase de transformation, de modernisation, et en même temps de découverte et d’admiration de la culture classique grecque et latine.

La Renaissance française est associée au nom de François Ier (roi en 1515). François Ier est jeune, beau, plein d’énergie et d’enthousiasme. Quand il devient roi, il semble qu’une ère nouvelle commence. C’est François Ier qui décide que, désormais, le français sera la langue officielle de la France (1539). Tous les actes officiels seront écrits en français (avant, ils étaient écrits en latin).

*Trésors du temps*, page 83
Yvonne Lenard
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Harper & Row, Publishers
SBN 06-582102-5

**Grading:** Students must find the correct answer to the question.
Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Discuss the relationship among languages, based on their awareness of cognates and similarity of idioms.

Stage II (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students read a text and indicate what the cognates in the passage mean.

Prompt: Your brother is a middle school student who studies French and is a soccer fan. He finds an article on soccer in the Internet, and would like to read it. However, it is difficult for him to understand. Help him by identifying at least twelve cognates and telling him what they mean. Then show him how knowing those cognates helps you understand the ideas in the article by telling him some of the main points of the article.

Ligue des champions - Le Real est royal GENERAL

PARIS, 22 fév (AFP) - Le Real Madrid est plus que jamais prétendant à sa propre succession après son match nul (2-2) à Rome contre une Lazio qui disparaît d'une compétition qu'elle ne parvient décidément pas à maîtriser, à l'issue de la 4e journée de la Ligue des champions de football, où Leeds United a également accroché sa qualification. Mercredi, le groupe D a rendu son verdict. Le grand club espagnol, vainqueur à huit reprise de cette compétition - un record - et Leeds United, finaliste (contre le Bayern Munich) en 1975 au Parc des princes de Paris avec Billy Bremmer et l'édenté Joe Jordan, poursuivent leur belle aventure. Leeds a humilié Anderlecht (4-1), qui a vécu un cauchemar au Parc Astrid.

http://fr.sports.yahoo.com/010222/1/y2rb.html

Grading: The student needs to identify at least ten cognates correctly in order to be proficient in this part of the assessment. Then, use the holistic reading rubric to assess the student’s understanding of the article. This assessment could be worth 22 points (12 points for each cognate and 10 points for the summary of ideas in the article).
Cultures

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

Benchmark: Use appropriate verbal and nonverbal behavior for daily activities among peers and adults.

Stage II (9-12)

Mode(s) of Communication: Interpretive (visual)

Description: In pairs, one student mimes a gesture while the second student explains in French the significance of the gestures.

Prompt: You have just seen a French movie. You notice several gestures that draw your attention. You ask your teacher what these gestures mean and she explains them to you. Now show that you know the significance of these gestures. Working with a partner who will mime the gesture, say in French the significance of each gesture.

Gestures to be learned:
Rub the back of the fingers over your cheek.
Join the fingers and thumb together and bring them close to your mouth several times in quick succession.
Touch your temple with your index finger and rotate the finger back and forth several times.
Raise your hand and rub your thumb repeatedly over your middle and index fingers.
Tap your open hand several times rather loudly on the table.

Grading: The student demonstrates proficiency by identifying correctly in French the significance of at least four of the five gestures. This assessment is worth 10 points (2 points for each answer).
Connections and Communities

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

**Benchmark:** Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or on those with which they have limited previous experience.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read a text describing the differences between Realism and Impressionism, two art movements during the 19th century in French.

**Prompt:** Your art teacher assigns a research paper in which you are to compare two movements in art: Realism and Impressionism. Because your French teacher loves French Impressionism, your French classroom is decorated with several reprints of Impressionist paintings. You also know from cultural lessons in French class that Impressionists stood in marked contrast with the Realists of the same period. Your research into these two schools of art leads you to the following text in French. Use the information in the text to describe the differences between Realism and Impressionism for your research paper in your art class.
Nouveaux paramètres.

Si depuis Turner, il est possible d'anticiper l'arrivée des impressionnistes, leur apparition n'en reste pas moins une -désagréable- surprise pour beaucoup de leurs contemporains. En effet, ils accumulent les nouveautés.

-Les réalistes montraient des aspects sérieux de la société. Les impressionnistes le font rarement, bien que magistralement comme dans ce tableau de Caillebotte dédié au travail des ponceurs et d'une vérité photographique. En général, ils préfèrent aborder les moments agréables de la vie tels que les plaisirs: jardins, fêtes, restaurants, promenades, bains...

-La lumière, joyeuse ou accablante, domine leurs peintures grâce au culte des reflets (eau, moiroirs), à l'abondance des couleurs claires et brillantes et à l'absence presque totale de noirs: fidèles aux découvertes de Constable, ils travaillent en extérieur quand le thème l'exige, et peignent les ombres de toutes les couleurs. Comme lui, ils essaient aussi de capturer "le moment".

-Ils sont stimulés par la science, ils choisissent de ne pas mélanger les couleurs sur la palette, laissant le travail de fusion à l'œil du spectateur: ils emploient des couleurs pures qu'ils appliquent en petites touches les unes à côté des autres.

- Le résultat affecte la définition des formes. Celles-ci vont vers une désintégration que la bourgeoisie contemporaine ressent comme une attaque à ses valeurs.

-D'un autre côté, la proximité de l'appareil photographique, justifie l'effort des impressionnistes pour sortir de la marge étroite de la représentation et leur ouvre de nouvelles...perspectives: comme celui-là, les peintres impressionnistes cherchent des angles nouveaux pour capturer la vie, spécialement le spectacle de la ville.

-L'impressionnisme prétend seulement transmettre l'impression du peintre. Il est donc subjectif, à la différence du réalisme.

<http://campus.tam.itesm.mx/~jdorante/art/impresi/fimpre02.htm>

Grading: Students demonstrate proficiency when they can identify at least four ideas. Use a T chart to track reading comprehension.

Tips for the teacher: Here are some possible responses students might make.
Possible comparisons:
Realism shows the serious side of society. Impressionism portrays the pleasant moments of life (gardens, parties, restaurants, walks, baths, and so forth.)

Light dominates Impressionists’ paintings. There is an abundance of color and joy in capturing the moment.
Impressionists choose not to mix their colors. Rather they let the eye “mix” the colors. Their technique is to apply small dabs of paint next to each other.
The middle class (business owners, entrepreneurs) felt threatened by the style of the Impressionist. They felt that their values were being attacked.
The Impressionists looked for new perspectives, new angles with which to capture life, especially life in the city.

Impressionism claims only to convey the impressions of the painter. It is therefore subjective, which is the opposite of Realism.
Connections and Communities

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

**Benchmark:** Use sources (catalogs, key pals, web sites, magazines) intended for same-age speakers of the target language to prepare reports on topics of personal interest.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read a description of a television program in France and decide which of the children presented on the program are of most interest to them.

**Prompt:** Using the Internet, you read a description of a television program that presents a number of children with very unique attributes. Read the list and identify ten children along with their unique attributes.

**Y a pas photo !**

*TF1* ven. 23 févr. 20h55  
(140 min., France, Magazine/documentaire)

**Spéciale**

Ce soir, Pascal Bataille et Laurent Fontaine mettent à l'honneur des enfants pas tout à fait comme les autres, des filles et des garçons formidables, doués et étonnants, de drôles de petits champions qui vivent leur passion en totale complicité avec leurs parents.

Anahy, chanteuse polyglotte : Anahy parle couramment le français, l'espagnol et l'italien. Depuis 2 ans, elle apprend à l'école l'anglais, l'allemand et le portugais. Dotée d'une très belle voix, elle adore chanter les tubes en plusieurs langues. / Le futur Président ? : Greg, 11 ans, possède un quotient intellectuel si élevé qu'on ne peut même pas le quantifier. Ses projets sont simples : trois doctorats avant 35 ans et la présidence des États-Unis entre 40 et 50 ans. / Grand par la taille et par le talent : Il n’a que 14 ans et mesure déjà 2,10 m. Il fait partie du centre de formation fédérale de basket, où se forme la future élite du basket français. En plateau, il fera une démonstration de tirs et de smashes. / Tanguy, des iguanes pour amis : Tanguy, 11 ans a trois iguanes à la maison. Bill, Boulette et Boule sont en totale liberté chez lui. Ils ont même le droit d'accompagner Tanguy à l'école ! / Hugo, l'incollable : Hugo, 12 ans, possède deux dons. Il est à la fois une vraie calculatrice vivante et incollable en géographie. En plateau, il tentera de donner une "leçon" de calcul à Pascal et Laurent. / Prescillia, le "juke box" du top 50 : Depuis l'âge de 6 ans, Prescillia
chante. Elle adore la musique, connaît toutes les chansons actuelles et anciennes par cœur. Elle aime chanter les chansons de Céline Dion, Lara Fabian, Laâm ainsi que celles des trois comédies musicales qu'elle ne cesse de répéter. Sylvain, y a-t-il un pilote dans l'avion ? : Il est tellement petit que l'on peut se poser la question ! Passionné d'aviation, Sylvain pilote depuis l'année dernière et espère bien en faire son métier. Trop jeune pour piloter seul, c'est en compagnie de son père qu'il effectue toutes les manœuvres. Il emmène même ses parents jusqu'en Angleterre ! / Thomas, prince de la glisse : À 7 ans, Thomas est déjà un as du ski free-ride qui consiste à effectuer des sauts de barres rocheuses, des figures acrobatiques et prendre de la vitesse sur des terrains accidentés non balisés. Cet automne, Thomas a découvert la trottinette. Il s'amuse à la manier comme un skateboard sur les rampes de Grenoble, multipliant les sauts et les acrobaties. Il nous en fera une démonstration sur le plateau. / Richard, le "Rambo" en culottes courtes : Richard, 7 ans, est doté d'une force incroyable, qu'il entretient chaque jour. Son père, un quadruple champion du monde d'arts martiaux, l'a emmené à l'entraînement dès l'âge de 8 mois. En plus de ses capacités musculaires, Richard est comédien et joue des rôles de petit costaud dans des séries américaines comme "Gladiators". Les champions de la générosité : C'est à Maison Alfort qu'Arjenda, une petite fille de 4 ans atteinte d'une malformation aux hanches, est hébergée par une famille d'accueil. Pour la famille Rey, ainsi que leurs trois enfants, âgés de 15 mois, 6 ans et 13 ans, l'arrivée de cette petite n'est pas une première. Ils sont membres de la chaîne de l'espoir, depuis 7 ans. Chaque année ils accueillent un enfant pour une période minimum de 6 mois qu'ils hébergent et à qui ils font partager leur vie de famille.


**Grading:** This assessment is worth 20 points. Each description of a child’s unique attribute is worth 2 points.
Connections and Communities

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

**Benchmark:** Understand ideas and view points that can only be explained in terms of the original language and culture.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students read an introduction to a French web page which is designed to help students in France to prepare for the Philosophy portion of the *baccalauréat*. So as not to overwhelm the students, you might wish to use just a few definitions/examples at a time.

**Prompt:** You have learned in class that French students must pass the *baccalauréat* if they want to enroll in a French university. You also learned that one of the subjects that French students need to be prepared to discuss is philosophy, a subject that is rarely listed as a course in American high schools. Using the following introduction to a French web page, which is designed to help students in France to prepare for the philosophy portion of the *baccalauréat*, read about the notion of what it means to philosophize. Then, as if you were taking the *baccalauréat*, write in English, based on what you read in the text, a paragraph in which you write your reflections on the meaning of philosophy.

Philosopher ... c'est nous éveiller au monde qui nous entoure, c'est nous interroger sur notre situation dans ce monde, sur ce que nous sommes, c'est: Penser... oui... mais pas n'importe comment!

Philosopher c'est:
- retrouver "l'homme intérieur" (Cf. St-Augustin), "se replier sur soi-même, au dedans de soi" (cf. Husserl),
- dire "non" aux apparences pour découvrir ce qui est derrière le monde sensible, c'est tenter de renverser toutes les sciences admises, tous les systèmes, mettre en doute", dire "non" dans un premier temps, pour pouvoir asseoir sa pensée sur des bases inébranlables; c'est "mettre de l'ordre dans ses pensées" (Descartes),
- rencontrer les limites de notre raison et alors "prendre conscience de l'absence" (F. Alquié),
- adhérer à un principe supérieur.

Philosopher c'est renaitre et adhérer à un étrange savoir puisque c'est pouvoir redire avec Socrate "Tout ce que je sais c'est que je ne sais rien"; et cela parce que c'est essayer de comprendre jusqu'aux "causes suprêmes" (Aristote). Philosopher c'est accepter d'être "bouleversé" (Jaspers).

**Ainsi la Philosophie est un cheminement vers la connaissance vraie.** C'est la vie même de l'esprit; démarche nécessairement personnelle elle présente aussi une valeur
universelle puisque l'homme cherche à établir un contact avec l'être, fondement de toute chose.
Elle nous aide à vivre "en homme c'est-à-dire en être vivant et pensant aux prises avec des difficultés, posant des problèmes qu'il peut résoudre et d'autres qu'il ne peut pas résoudre et qu'il ne peut pourtant pas s'empêcher de se poser.

**La philosophie nous éveille au mystère de notre existence.**
Aurions-nous accès à une Vérité qui seule pourrait combler notre désir de connaissance, à une Vérité qui ne serait pas le fruit d'une pensée élaborée par la raison, qui nous serait révélée et que nous aurions à accueillir ? Est-il légitime de croire quand on ne sait plus? Le désir de vérité fait partie de la nature même de la raison, or notre connaissance est déficiente et pourtant ce désir tend vers la connaissance absolue. Il est alimenté par "cette conscience de l'absence", ce vide, cette incapacité à saisir ce que l'on cherche. Seule la plénitude de l'Être peut combler ce désir infini. Emmanuel Mounier tente une explication rationnelle de ce comportement humain et conclut "le néant devient révélation négative de l'absolu". Notre néant est rempli de la plénitude de l'appel"

**Peut-on découvrir un chemin qui serait au-delà de la raison?**

http://www.philagora.net/philo/intro.htm

**Grading:** Use the holistic reading rubric.
Connections and Communities

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

**Benchmark:** Discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.

**Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students demonstrate their application of knowledge about volcanoes on Mars by writing a report based on a reading in French.

**Prompt:** Your science class is discussing the similarities and differences between Earth and Mars. You are preparing a report for your science teacher on volcanoes on Mars. As you search the Web, you discover a web site in French from Québec. Read the following information about volcanoes on Mars and write your report. To help you, prepare a T chart in French and use the information for your science report.

**Pourquoi y a-t-il des volcans sur Mars?**
**Sont-ils nombreux?**
**Ressemblent-ils à ceux de la Terre?**

L'intérieur des planètes est souvent chaud. Les mineurs connaissent bien le phénomène; plus ils s'enfoncent dans le sous-sol, plus la chaleur est intense. À titre d'exemple, la température au fond des mines d'Afrique du Sud, les plus profondes du monde, est de 73 °C!

Une grande partie de cette chaleur est produite par les éléments chimiques radioactifs qui composent la croûte, le manteau et le noyau. Dans le manteau, la chaleur peut être suffisante pour fondre une partie de la roche. La roche fondu (ou magma) arrive parfois à se frayer un chemin jusqu'à la surface où elle peut former un volcan.

La surface de Mars est parsemée de volcans. Il y en a toutefois beaucoup moins que sur la Terre. La raison en est simple: à cause de sa petite taille, Mars a beaucoup moins de chaleur interne à libérer que la Terre. Les volcans y sont, par conséquent, moins nombreux.

On ne connaît pas le nombre exact de volcans martiens, mais on en compte facilement une vingtaine de très grande taille. Les plus grands d'entre eux sont au moins 100 fois plus massifs que leurs équivalents terrestres. Les autres, plus petits et plus difficiles à identifier, se comptent par dizaines. Sur Terre, au cours des derniers milliers d'années, au moins 1 500 volcans ont été actifs sur les continents. Sous les océans, leur nombre se chiffre certainement par milliers.
Les volcans terrestres sont classés d'après leur forme, leur taille, leur origine et l'arrangement de leurs événements. Pour les volcans martiens, les géologues ne disposent pas de toute cette information. On distingue donc principalement les volcans d'après leur forme. Il y a trois principaux types de volcans sur Mars.

Pour les désigner, on utilise le latin: il y a le *tholus* (ou dôme), le *mons* (ou bouclier) et la *patera* (ou soucoupe).

Ces trois types de volcans sont visibles sur cette carte de la portion nord du renflement de Tharsis:

![Carte de Tharsis avec les types de volcans](image)

Courtoisie: C.J. Hamilton/NASA

Contenu de la recherche :
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http://mars.bw.qc.ca/

**Grading:** Use the holistic reading rubric or award points for details captured on the T chart.
Connections and Communities

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

Benchmark: Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.

Stage II (9-12)

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

Description: Students interact with Canadian students in Montréal.

Prompt: Over the summer, your French teacher takes you and ten other students from your school on a one-week home stay trip to Montréal, Canada. At a get-together with a group of French-speaking Canadians, you discuss issues relating to youth in both countries. One topic that seems to have some interest among both the Canadian and American students is the idea of working at jobs while still in high school. You discuss how many students work, how many hours a week, how working affects school performance, the advantages and disadvantages of working at this age. Since independent study credit is offered by your school for such travel experiences and for your ability to use French, your teacher listens to your conversation to assess how well you speak and listen in French.

Grading: Use the holistic speaking and the holistic listening rubric.