STAGE I:
MODEL ASSESSMENTS
FOR FRENCH
GRADES K - 5
STAGE ONE/NOVICE STAGE OF LANGUAGE LEARNING  
(Grades K-5, 6-8, & 9-12)

Stage I refers to novice learners (according to the ACTFL Proficiency Guidelines) and assumes basic language proficiency at a beginning stage of language development. Stage I learners are generally found in three different age levels in Ohio programs: Grades K-5, 6-8, and 9-12. The following is a list of text types and contexts typical of Stage One learners 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 I of language development can:

- speak and write using short sentences which contain learned words and phrases (interpersonal and presentational)
- understand short, simple phrases and sentences when listening (interpretive)
- understand brief texts when supported by visual cues (interpretive)

Context

Students who are proficient at Stage I of Language Development should be able to use the target language to:

- give and follow simple instructions
- ask and answer questions about age-appropriate topics such as family, school events, and celebrations
- share likes, dislikes, and simple preferences
- write lists and short personal letters
- understand main ideas of age-appropriate oral narratives such as familiar children's stories
- understand short personal messages on familiar topics
- prepare illustrated stories about activities or events in their environment and share these stories with an audience such as the class
Communication

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

**Benchmark:** Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

**Stage I (K-5)**

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

**Description:** Using visuals and/or actual items, the student will give and carry out simple commands with teacher and/or other students. This should be done in small groups.

**Tips for Expectation #1:**

1. Similar test items can be created taking any item that was taught. In the interpersonal mode, as long as a constructive use of the language takes place. Students need to learn to use as much language as possible, hence the directive for complete sentences instead of one or two word answers.

2. To make an item like this more difficult, demand more language usage. This language usage should be based on the vocabulary bank already in place for the student at this particular level. For example, for questions such as “Which fruit is to the left of the watermelon?” “Which fruit is below the lemon?” “Describe the apple in terms of color, shape, taste.” To make an item like this easier, one could resort to the TPR method and ask the student to point to the fruit but also to say, “Voici” or “Voila”.

**Prompt:** Not only is it important to understand a language, but you also need to know how to tell people what to do! First you will practice carrying out commands that your teacher gives you. Then you will practice telling your classmates what to do. Answer in complete sentences.

**Sample Commands:**

- Montre la porte de la salle de classe.
- Ferme la fenêtre.
- Mets le livre sur le pupitre de Charles.
- Ouvre le livre de Mathematiques à la page 35.
- Lis les phrases à la page 22 dans le livre de français.
- Colorie en vert les images sur le papier.
- Plie le papier en deux.
- Déchire le papier en quatre morceaux.
- Ecris ton nom sur le papier dans ton cahier.
- Nettoie le pupitre.
• Mets le livre de mathématiques à gauche du livre de sciences.
• Assieds-toi sur la chaise de Frank.
• Lève-toi.
• Chante une petite chanson en français.
• Efface les mots sur le tableau noir (vert).
• Dis “Bonjour” à Marie.
• Mets le papier dans la poubelle.
• Nomme quatre objets dans la salle de classe.
• Donne du papier à Robert.
• Mets le livre sur le pupitre de Charles.

**Grading:** Use the holistic listening rubric and the holistic speaking rubric. There are 20 points in this segment. Ten points are awarded for carrying out the commands. Ten points are awarded for giving the commands.
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 languages.

**Benchmark:** Comprehend main ideas of age-appropriate oral narratives such as personal anecdotes, familiar children’s stories, and other narratives based on familiar themes.

**Stage I (K-5)**

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

**Description:** The following is a listening item. Any familiar children’s story could be used for this assessment. Stories with repeated structures and vocabulary lend themselves especially well to this type of assessment. This particular listening text (read by the teacher, unless taped version is available) is adapted from Byron Burton’s version of *La Petite Poule Rousse*, L’école des loisirs, Paris, 1993. Visuals or puppets may be used. Repeat the story twice.

**Prompt:** Listen to the children’s story *La Petite Poule Rousse* and choose the correct answer to each of the following questions based on the story.

**Answer the following questions based on the story. Choose the correct response.**

1. How many children did the little red hen have?
   a. Thirteen  
   b. three  
   c. ten

2. How many friends did the little red hen have?
   a. two  
   b. five  
   c. three

3. What did the little red hen ask her friends to do all through the story?
   a. to help her  
   b. to babysit her children  
   c. to come to her party

4. What did the little red hen ask her friends to do at the end of the story?
   a. to visit her and her children  
   b. to help her eat the bread  
   c. to bring her money

5. What really happened at the end of the story?
   a. The little red hen, her children, and the friends all ate the bread.
   b. The little red hen ate the bread by herself.
   c. The little red hen and her children ate the bread.

**Grading:** Award 2 points for each correct answer.
**La Petite Poule Rousse**

*La Petite Poule Rousse*, by Byron Barton,
L’école des loisirs, Paris, 1993


Et les graines germent et deviennent de grands épis de blé.


Ensuite la petite poule rousse demande à ses amis: “Qui veut m’aider à moudre ces graines pour en faire de la farine?” “Pas moi”, dit le canard. “Pas moi”, dit le chat. “Alors je mouds ces graines moi-même”, dit la petite poule rousse. Et c’est ce qu’elle fait.


“Oh, non”, dit la petite poule rousse. “C’est nous qui allons manger ce pain, mes trois petits poussins et moi.” Et c’est ce qu’ils font.
Communication

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

Benchmark: Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.

Stage I (K-5)

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

Description: The following is a writing item that would culminate in a presentation of the written report. This focuses on a field trip to the zoo that can be done actively or virtually using a video, the internet.

Prompt: You have made a trip to the zoo, and now it is time to share your experiences with your classmates. Prepare an illustrated story depicting highlights from your experience including when you went and with whom, what your favorite exhibits were, what the weather was like, etc. Draw pictures and write short descriptions of the animals you saw at the zoo. Then, present your stories and illustrations to the rest of the group.

Grading: Use the holistic writing rubric and the holistic speaking rubric. A maximum of 10 points can be awarded for a clearly written and understandable story. The sample should include detailed descriptions of the animals and a variety of verbs. Use the holistic speaking rubric or award 10 points for the presentation.
Cultures

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare then 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 (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Students will sing such songs as “Alouette”, “Joyeux Anniversaire” (Bon Anniversaire à toi”) or any other holiday song and compare them with American songs such as “She’ll be Comin’ Round the Mountain”, “Happy Birthday”, etc. Students should also discuss celebrations, holidays, customs, and songs in the two cultures.

Prompt: You are going to practice with your teacher and classmates singing songs in French. After you have sung the songs, think about what they mean. Can you think of similar songs in American cultures? How are these American songs like the French songs? How are they different? Discuss these similarities and differences with your class.

Grading: Use the holistic speaking rubric.
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 and describe tangible cultural products such as toys, clothing, types of dwellings, and foods and compare them with those of their own.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Given samples of typical foods in French-speaking cultures, the students will make a comparison between their own foods and that of the culture being studied.

Prompt: Think of a food that is commonly eaten in a French-speaking culture, for example, bread or cheese. Describe the food, what it is like, how and where it is prepared, and how it is served. Then compare it with the same type of food in American culture. Be creative and use props or drawings. Make a Venn diagram to show the similarities and differences. Present this to your class.

Grading: Use the oral presentation rubric. Award points for the visuals
Cultures

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

Benchmark: Identify and discuss artwork, crafts, or media products enjoyed or made by the cultures studied.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Using a print by a famous artist from a French-speaking culture, students will discuss in French the colors, objects, themes, and style of art, give the names of the artists, and tell whether or not they like the work of art.

Prompt: Look at this painting created by a famous French-speaking artist. Describe the painting including the colors used, the objects in the painting, the setting, and how you think the artist might have felt when creating the painting. Then, say whether you like it or not and why.

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

**Benchmark:** Participate in various cultural practices, such as holidays, family celebrations and traditions and compare them to similar celebrations in their own culture.

**Stage I (K-5)**

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

**Description:** In this assessment small groups of students will compare the American July 4th holiday to the French July 14th holiday. They will discuss the significance of these days for the respective countries. Students will also discuss how the American and French peoples celebrate these holidays. They will present this information to the rest of the class using visuals and artwork and as many French words as possible. This can also be done with any francophone country.

**Prompt:** Prepare a presentation using note cards to discuss the history and importance of the July 4th American celebration and the July 14th French celebration. Mention similarities and differences in the celebrations, including why these two are very important in the United States and in France. Use any French words you learned for this French holiday. Prepare visuals and note cards for your presentation. The group presentation should last at least 5 minutes.

**Grading:** Use the oral presentation rubric and also the visuals and artwork rubric or award 10 points maximum per student.
Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Cite and use examples of words that are borrowed in the language they are learning and in their own and offer explanations about why languages in general might need to borrow words.

Stage I (K-5)

Mode(s) of Communication: Presentational (writing)

Description: For this assessment, students will work with a list of French words borrowed by the English language and a list of English words borrowed by the French language. Students will identify at least three words in each language, giving a definition, and a reason why they think the word was borrowed. See the attached list of sample words.

Prompt: You have been asked by a French-speaking friend to identify which of the following words have been borrowed from the French language and which have been borrowed by the English language. Write a definition of each of the words below; then write a reason why you think the word was borrowed.

Grading: There are 12 total points for this test, two points for each answer.
Worksheet for Expectation #9

Words borrowed in English. Write the definition in line A and the possible reason it was borrowed in line B.

1. **chef:**
   A______________________________________________________________________
   B______________________________________________________________________

2. **café:**
   A______________________________________________________________________
   B______________________________________________________________________

3. **gourmet:**
   A______________________________________________________________________
   B______________________________________________________________________

Words borrowed in French

1. **L'internet**
   A______________________________________________________________________
   B______________________________________________________________________

2. **cliquer**
   A______________________________________________________________________
   B______________________________________________________________________

3. **Le rock**
   A______________________________________________________________________
   B______________________________________________________________________
Cultures

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

Benchmark: Use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions.

Stage I (K-5)

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

Description: Students will be asked to choose the appropriate oral expressions for various situations and to incorporate culturally accurate gestures where applicable. See the attached list for sample situations. You may read the suggested responses out loud to your students.

Prompt: You will be going on a trip to Paris and want to practice responding to various you could encounter there. You will be given a series of situations and must choose the appropriate expression for each. Choose the correct gesture where appropriate.

1. You are in France and you see one of your friends. What do you say to him/her?
   a. Comment t’appelles-tu?
   b. Comment allez-vous?
   c. Salut. Comment vas-tu?

2. You are in your French classroom in your school. Your teacher says good morning to everyone in French and asks how everyone is. How would you answer her and how would you ask how s/he’s doing?
   a. Très bien, merci. Et vous?
   b. Très bien, merci. Et toi?
   c. Très bien, merci. Et lui?

3. You are leaving your French class. How do you say, “Good-bye” in French to your teacher who is a man?
   a. Bonne nuit, Madame.
   b. Au revoir, Monsieur.
   c. Bonsoir, Monsieur.

4. Your principal walks into your classroom. How do you say “Hello” in French to her and ask her how she is?
   a. Bonjour, Mon amie. Comment vas-tu?
   b. Bonjour, Madame. Comment allez-vous?
   c. Bonjour, Monsieur. Comment allez-vous?
Grading: Use the holistic speaking rubric with added elements of cultural appropriateness if the situations are acted out. If used as a reading exercise, award points for each correct answer.
Connections and Communities

**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 (K-5)**

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

**Description:** The student will read an advertisement from the Montreal Yellow Pages and will answer five questions based on the ad. See attached for sample item for Expectation #11.

**Prompt:** While visiting a friend in Montreal, you run across this ad in the Yellow Pages. Read the ad and answer the five questions that follow.

**Grading:** Award points for each correct answer.

1. Comment s’appelle cette attraction?
2. Quand ce centre est-il ouvert?

3. Quelles deux activités offre-t-on?

4. Quelle est la surface du piste?

5. Quelle sorte de piste est-ce?
Connections and Communities

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

Benchmark: Compare illustrations in target language children’s books that show views of people and places in the world with those that can be found in similar publications from their own culture.

Stage I (K-5)

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

Description: In this assessment, students will read about American students as portrayed in a book published in France. Students will decide whether this is an accurate portrayal of American children after they answer questions based on the reading. See attached material.

Prompt: When learning the language of a different culture, we often consider it a “foreign” language. However, we are also viewed as foreigners when we go to a different country and speak our language there. Look at the following sets of pictures about American children in a book published in France and answer the questions below.

Grading: Use the holistic reading rubric.

Pourquoi Matthieu est-il triste? (p. 7)

Pourquoi la maman de Matthieu se trouvait-elle différente quand elle avait son âge? (p. 15)

Quand Matthieu se rend de nouveau à l’école, qu’est-ce qu’il remarque? (p. 24)

Pierre a un petit problème. Quel problème est-ce (p. 26)

Quelle est la leçon que Mathieu a apprise? (p. 29)

Penses-tu que l’auteur a bien décrit les enfants américains? Justifie ta réponse.
Matthieu a l'air furiux ce soir-là, quand il Rentre de sa nouvelle école. Il jette par terre L’étui de sa guitare et il déclare: “Personne ne m’aime parce que je ne suis pas pareil!”

“Ce n’est pas parce qu’on est de la même couleur qu’on est pareil,” dit Maman. “Quand j’avais ton âge, je me trouvais différente parce que j’étais grande.”

Le matin suivant, Matthieu se rend de nouveau à l’école. Il pesne à ce que lui a expliqué sa maman. Il se met à regarder vraiment ses camarades. Et en fait, il constate qu’aucun n’est pareil à un autre. Tous sont différents.
“He, c’est à toi la guitare?” demande Pierre.
--Oui, dit Matthieu. Pourquoi?
--P-p-pour rien, fait Pierre. Mais tu pourrais peut-être t-t-t- te joindre à-à-à nous?
Pierre s’assied à coté de Matthieu. Quelques fois, je bégaye! Explique-t-il.
--Ce n’est pas grave, dit Matthieu. Tu joues de la guitare?
--Non, dit Pierre. Je joue du banjo!
--Nous pourrions jouer ensemble, dit Matthieu.
--C’est ce que j-j-je voulais te proposer! S’écrie Pierre.
“On se débrouille bien, dit Pierre. On pourrait former un orchestre!
--Bonne idée, séerie Matthieu. Puis il sourit à sa maman, comme pour dire: “Tu avais raison. Ce n’est pas grave de ne pas être pareil. Il faut simplement apprendre à se connaître.”

(d’après Pourquoi les gens sont-ils différents? Par Barbar Shook Hazen, Editions des Deux Coqs d’Or)
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 (K-5)**

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

**Description:** In this assessment, the students will listen to or read the lyrics from a traditional French song. The song can come from any of the francophone countries.

**Prompt:** Music is an important part of any culture. Songs can tell us a great deal about people of a certain culture, their beliefs, and their lives. Listen to the following song, taking note of words that are repeated in the song as well as for key words. After hearing the song a second time, try to explain its meaning.

**Grading:** Use the holistic listening or reading rubric.
**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 (K-5)**

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

**Description:** For this assessment item, students will write and illustrate a story problem using one or more of the basic operations of addition, subtraction, multiplication, and division.

**Prompt:** After doing hours of homework and tests, it’s now your turn to be the teacher. Write and illustrate a story problem for your math class that will be solved using one or more of the basic operations of addition, subtraction, multiplication, and division.

**Grading:** Use the holistic writing rubric. Integrate the demonstration of appropriate math skill(s).
Connections and Communities

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

**Benchmark:** Students communicate on a personal level with speakers of the target language via letters, e-mail, audio, and videotapes.

**Stage I (K-5)**

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

**Description:** Students will take part in spoken or written correspondence with a speaker from a French-speaking country. Help students to initiate the contact by finding an exchange class or students interested in exchanging letters or e-mail.

**Prompt:** Here is your chance to put your hard-earned French skills to use. You will engage in ongoing correspondence with a native speaker from a French-speaking country. You can write e-mails, make video or audiotapes, or write entries in a journal. Make sure you keep the evidence of your communication.

**Grading:** Use the holistic writing rubric. The students will need to show at least 5 questions that they wrote and were answered by their French counterparts. In addition, they will need to show at least five examples of their responses to their counterparts’ questions.
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 échecs. 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.

<table>
<thead>
<tr>
<th>Songs</th>
<th>Related Holiday, Region, or Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Marseillaise</td>
<td>La fête nationale (le 14 juillet)</td>
</tr>
<tr>
<td>Il est né le divin enfant</td>
<td>Noël (le 25 décembre)</td>
</tr>
<tr>
<td>Il était un petit navire</td>
<td>Les marins</td>
</tr>
<tr>
<td>Ma Normandie</td>
<td>La Normandie</td>
</tr>
<tr>
<td>Il était une bergère</td>
<td>Les bergères</td>
</tr>
</tbody>
</table>

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.
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.
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.
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 embêtait 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 à se battre et détruire la nature.

Après chaque guerre, les lutins remettaient de l’ordre suivant leur spécialité. Hayden guérisait 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 pêcheur. 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 pêcheur, 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 stratège.

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 à 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 à Macimo c’est que le moulin ne fonctionnait qu’à 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 être 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 rament, 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 rentrerais 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 arrête; 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’allourdit 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 à 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.
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 vacances d’hiver. 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. La concièrge est vraiment gentille. Elle me montre sa collection de santons après le déjeuner. Mon père dit que peut-être nous pouvons passer les grandes vacances ici aussi. Alors, je passe maintenant au bureau de tabac 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 positifs.
Questions
1. Donnez les températures maximum et 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 aujourd’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).
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 particular entry, you should record information about yourself 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.
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: 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 plusieurs fois dans le poème?

4. Comment la culture africaine est-elle illustrée dans le poème?

5. Dessinez une image qui illustre la signification du poème et expliquez-la en français.

Culture

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 construct 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?


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.
Culture

**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 like 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.
Culture

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.
Culture

**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 internship 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 holistic writing rubric for the magazine article.
Culture

**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.
Connections and Communities

**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.
Connections and Communities

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

Cette année, la ville de Saint-Pierre accueille le manège de la famille Ouïquinna pour sa fête patrimoniale. Le manège s'est installé sur la place du marché, face à la mer. Madame Ouïquinna tient une buvette où elle sert des limonades multicolores.

Monsieur Ouïquinna et ses deux fils jouent de la flûte de bambou et du "ti-bwa". Au rythme de cette musique, le manège du cheval de bois, poussé par de robustes jeunes gens, 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'almandine.

Les chevaux de bois tournent, tournent et, sur leur dos, tous les enfants sont heureux.

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 entend dire que la terre est ronde. Y a-t-il un bout ? 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, t'ai pour le veux descendre.

On arrête la musique.
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 ! le cheval bleu, bleu comme l'océan, ton rêve est vivant, il s'est métamorphosé en oiseau.
Congo s'assoit près du cheval bleu, bleu comme l'océan.
Quand le maire voit Congo tranquillement assis, il sort de la mairie en courant et huche :

— Que laies-vous ?
— Attends, dit doucement Congo.
— Vous attendez quoi ? demande le maire.
— Attends que la nuit mette son manteau étoilé et ouvre son œil d'or, je te ferai alors un grand feu.

Quand la nuit met son manteau étoilé et ouvre son œil d'or
Congo prend tendrement dans ses bras le cheval bleu, bleu comme l'océan, et le dépose dans les flammes. Le feu crépite, chante, et l'horizon s'éveille, 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 !
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 (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 grille-pain, la bouilloire : deux objets du futur griffés Stefano Marzano, architecte designer pour Philips.
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 (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.
The French don’t use the same clothing sizes as Americans. Look at this size
conversion chart to find the size you’d ask for if you were shopping in France.

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<td>Chaussettes hommes</td>
<td>France</td>
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Connections and Communities

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.
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 are a list of text types and contexts that are found in the Ohio Model and 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 (interpretive)
- 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 and presentational)

**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)