

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## French I Unit 8 Stores, Shopping, Clothing

### How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.georgiastandards.org](http://www.georgiastandards.org)

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

**Essential Questions:** What is shopping like in a French-speaking country? How is shopping here in the United States different than shopping in a French-speaking country? Is “fashionable” the same in all countries?

## Georgia Performance Standards Framework for French I

### What students will be able to do

#### Elements

- ML1.IP1B Make simple requests.  
ML1.IP1F Comprehend basic directions.  
ML1.INT2B Recognize basic gestures, body language, and intonation that clarify a message.
- ML1.CU1A Demonstrate knowledge of contributions of target culture(s) to civilization.  
ML1.CU1C Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.  
ML1.CCC2A Compare patterns of behavior and interaction in the students' own culture with those of the target language.

### What students will know:

Informal Commands

Descriptive Adjectives

Adjective Agreement

Verbs: to have, to be, to be able to, to like (I like)

To be going to ...

Vocabulary related to: Colors, Clothing, Numbers 0-100, Jewelry, foods, store names/places, directions, and body parts, weather conditions.

Idioms: to be fashionable, to be \_\_\_\_ years old

### Summative Performance Based Assessment 1

Elements: ML1.IP1E, ML1.IP1F, ML1.INT2B, ML1.CU1C

#### Dress me!

Students are given a picture of an undressed mannequin, a text in the target language with 10 key words/phrases omitted, and a box of 8 crayons. The teacher will read the description two times. Pauses should be included in order to give the students an opportunity to assimilate the information and fill in the blanks with the word or phrase needed to complete the text. Then by using the completed text as a guide, students will use the crayons to “dress” and color the mannequin based on the description given in the text.

#### FRENCH EXAMPLE OF THE TEACHER AUDIO TEXT:

Bonjour! Je m'appelle Mireille et je suis une étudiante d'un lycée à Grenoble, en France. J'ai 16 ans et je crois que je suis une fille qui est à la mode tous les jours. Aujourd'hui, je porte une mine-jupe fleurie et aux couleurs vives. C'est en coton et les fleurs sont bleues, oranges, vertes et jaunes. Avec cette jupe fleurie, je porte une blouse bleue sans manche. Ma blouse a 4 boutons oranges. Je porte des sandales bleues à hauts talons. J'aime bien les bijoux, et par conséquent j'en porte beaucoup. Aujourd'hui, je porte un petit collier en argent avec un diamant au milieu.

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Mes grands boucles d'oreille sont aussi en argent, mais elles ont des cercles turquoises. Je porte 2 grandes bagues en argent. Je ne suis jamais sans la montre que je porte au poignet gauche. Qu'est-ce que tu penses, est-ce que je suis à la mode aujourd'hui?

### FRENCH EXAMPLE FOR THE STUDENT TEXT:

Bonjour! Je m'appelle Mireille et je suis une étudiante d'un lycée à Grenoble, en France. J'ai 16 ans et je crois que je suis une fille qui est à la mode tous les jours. Aujourd'hui, \_\_\_\_\_ une mine-jupe fleurie et aux couleurs vives. C'est en coton et les fleurs sont bleues, \_\_\_\_\_, vertes et \_\_\_\_\_. Avec cette \_\_\_\_\_ fleurie, je porte \_\_\_\_\_ bleue sans manche. Ma blouse a 4 boutons oranges. Je porte \_\_\_\_\_ bleues à hauts talons. J'aime bien les bijoux, et par conséquent j'en porte beaucoup. Aujourd'hui je porte un petit \_\_\_\_\_ en argent avec un diamant au milieu. Mes grands boucles d'oreille sont aussi en argent, mais elles ont des cercles turquoises. Je porte 2 grandes \_\_\_\_\_ en argent. Je ne suis jamais sans \_\_\_\_\_ que je porte au poignet gauche. Qu'est-ce que tu penses, est-ce que \_\_\_\_\_ mode aujourd'hui?

### Scoring Rubric

#### **3 Exceeds Expectations**

- Fills in all blanks with the correct words/phrases.
- Spelling does not hinder comprehension.
- Correctly draws clothing and uses colors with no more than 1 error.

#### **2 Meets Expectations**

- Fills in 8 or more blanks with correct words/phrases.
- Spelling does not hinder comprehension.
- Draws and/or colors with fewer than 3 errors.

#### **1 Approaches Expectations**

- Fills in 6 or more blanks with correct words/ phrases.
- Spelling hinders comprehension.
- Draws and/or colors with 4 – 6 errors.

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### U Does Not Meet Expectations

- Fills in less than ½ the blanks with correct words/phrases.
- Spelling is incomprehensible.
- Draws and/or colors with more than 6 errors.

### Summative Performance Based Assessment 2

Elements: ML1.1P1E, ML1.CU1C, ML1.CCC2A

#### Au Pair

You plan to study abroad for a year. To help finance the trip, you take a summer job as an “au pair” in Avignon, France. Your duties occasionally include doing the daily shopping. You have been given a list of things to purchase while the children you have charge of are at a soccer game with their father. Tell your friend (the teacher) where you will go to make these purchases. Also, plan to buy yourself a newspaper and an ice cream on the way home. Tell him/her where you plan to go to buy those things too. Your teacher may allow you to use “picture” prompts to help you remember what you need to buy for the family. Here is the list of items you are to buy:

<u>English</u>	<u>French</u>
4 tomatoes	4 tomates
bread	un pain
6 oranges	6 oranges
stamps	des timbres
cheese	du fromage
1 chicken	un poulet
shampoo	du shampoing
cake	un gâteau
a newspaper	un journal
an ice cream	de la glace

#### Sample in French:

J'ai besoin d'acheter des timbres. Il faut aller au Bureau de Tabac. Je vais acheter du shampoing à la pharmacie. Ensuite, je vais chez le marchand de fruits et de légumes pour les tomates et les oranges. Je veux une glace. Je vais au magasin de glaces. J'ai besoin d'acheter du pain et un gâteau. Il faut aller à la boulangerie et à la crèmerie. Ensuite, je vais chez le boucher pour le poulet. Je vais au Kiosque pour un journal. Enfin je rentre chez moi.

## Georgia Performance Standards Framework for French I

### Scoring Rubric

#### 3 Exceed Expectations

- Identifies correctly 9-10 stores to visit and things to be purchased there.
- Uses at least 8 complete sentences without hesitation.
- Makes slight errors in vocabulary and pronunciation, but does not impede comprehensibility.

#### 2 Meets Expectations

- Identifies correctly at least 7-8 stores to visit and things to be purchased there.
- Uses at least 6 complete sentences with only slight hesitation.
- Makes some errors in vocabulary and pronunciation but does not impede comprehensibility.

#### 1 Approaches Expectations

- Identifies correctly at 5-6 stores to visit and things to be purchased there.
- Uses at least 4 complete sentences. Sentence fragments and hesitation are noted.
- Makes numerous errors in vocabulary and pronunciation that may impede comprehensibility

#### U Does Not Meet Expectations

- Describes correctly fewer than 5 stores to visit and things to be purchased there.
- Uses mainly sentence fragments and hesitation is frequent.
- Makes significant errors in vocabulary and pronunciation that severely impede comprehensibility.

### Summative Performance Based Assessment 3

Elements: ML1IP1C, ML1.IP1E, ML1.4B, ML1.CU1A, ML1.CU1C, ML1.CCC2A

#### The Market

You are visiting your pen pal, Aurore, in Lille, France for two weeks during your summer vacation. She takes you to *le marché*, the open-air market in downtown Lille, on the first Sunday morning after your arrival. You find some shoes and pants that you want to purchase. Bargain with the vendor (your teacher) for the two items. Use no fewer than five conversational exchanges with the vendor. You may use a 3x5 note card with words/phrases in English to help prompt your responses.

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### Sample in French:

Vous- J'aime ces chaussures. Combien coûtent-elles?  
Vendeur- 65 euros  
Vous- Je n'ai pas 65 euros. J'en ai 50. C'est d'accord?  
Vendeur- Non, j'ai besoin de 60 euros. Et c'est bon marché!  
Vous- Je peux vous donner 55. D'accord?  
Vendeur- C'est bon. 55 euros.  
Vous- J'aime ce pantalon aussi. Combien coûte-t-il?  
Vendeur- Il coûte 75 euros.  
Vous- J'ai seulement 50 euros  
Vendeur- J'ai besoin de 65 euros pour le pantalon.  
Vous- Je peux vous donner 60.  
Vendeur- Bien, d'accord, mais c'est un cadeau!

### Scoring Rubric:

#### 3 Exceeds Expectations

- Bargaining is successful. Vendor reduces price after negotiation.
- Pronunciation is free of major errors and is easily comprehensible.
- Errors in grammar may occur but do not impede comprehensibility.

#### 2 Meets Expectations

- Bargaining is completed, however, some prompting is needed.
- Pronunciation errors occur but do not impede comprehensibility.
- Some grammatical errors may occur but do not impede comprehensibility.

#### 1 Approaches Expectations

- Frequent prompting must be given to complete the bargaining.
- Pronunciation impedes comprehensibility.
- Grammatical errors impede comprehensibility.

#### U Does Not Meet Expectations

- No bargaining occurs. Only asks for and accepts first price.
- Pronunciation greatly impedes comprehensibility
- Grammatical structure greatly impedes comprehensibility; several patterns of error.

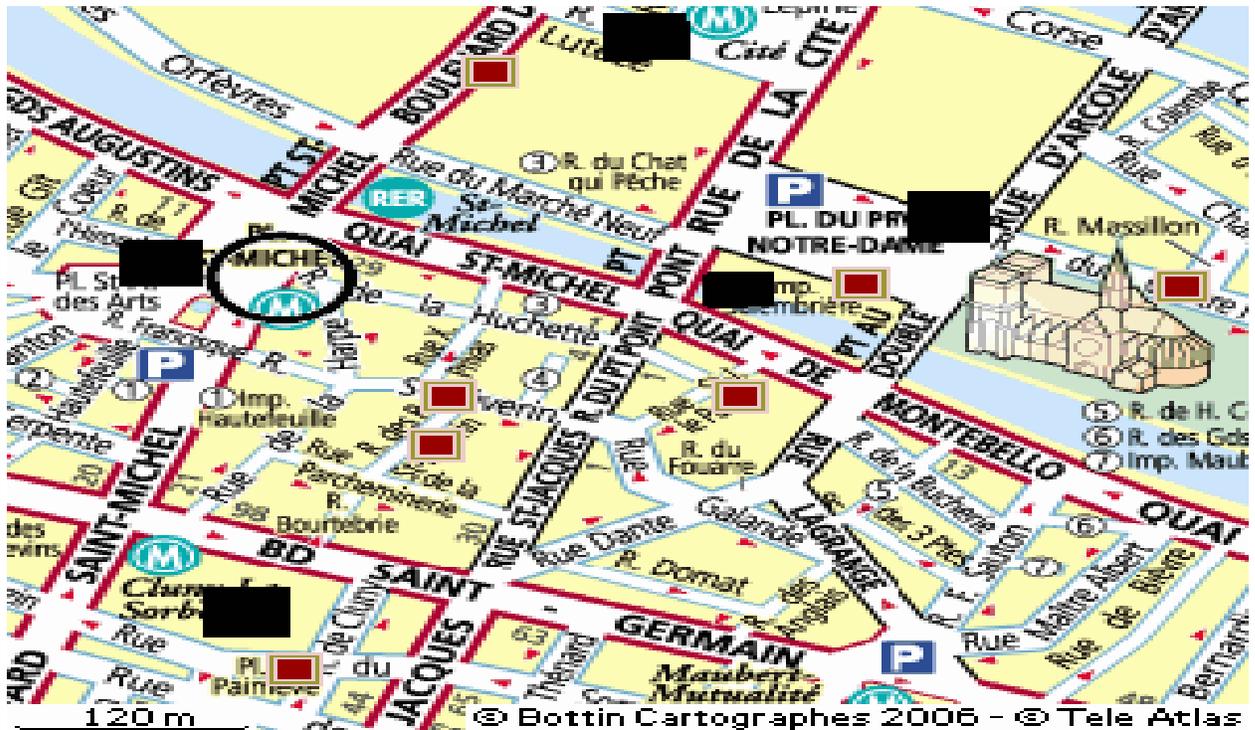
## Georgia Performance Standards Framework for French I

### Summative Performance Based Assessment 4

#### A Day in Paris

##### Une journée à Paris !

Vous vous êtes tellement amusé(s) avec Christelle hier qu'elle propose de vous rencontrer encore aujourd'hui. Vous avez rendez-vous à la station de métro Cité à 9h30. Quand vous la voyez, elle commence par vous raconter tout ce que vous allez faire ensemble aujourd'hui. Pendant qu'elle décrit le plan de la journée, dessinez une ligne sur la carte pour indiquer la route et puis encerclez les endroits où vous allez. Ecrivez en ordre les endroits que vous visitez et notez ce que vous y faites.



##### Sample Script in French:

Bonjour ! Comment ça va ? Aujourd'hui je vais vous faire visiter des très beaux quartiers de Paris, Notre- Dame/Quartier latin!

1. On commence à la station de métro Cité. L'entrée de cette station est l'une des 141 entrées d'origine qui datent du début du 20 e siècle. C'est un excellent exemple d'Art Nouveau. Vous voulez peut-être prendre une photo.Oh la la, il est presque 10h00.
2. Nous allons prendre le petit déjeuner à bord du Bateau Six Huit !Pour y aller, il faut descendre LA RUE DE LA CITE qui devient RUE DU PETIT PONT et tournez à droite. Le bateau se trouve sur LE QUAI DE MONTEBELLO. Les croissants sont vraiment fabuleux !

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3. Ensuite nous allons à Notre Dame. En sortant du bateau, tournez à gauche sur LE QUAI DE MONTEBELLO. Prenez la première à gauche. C'est le PONT AU DOUBLE. Nous allons traverser le pont. On arrive. Cette cathédrale gothique a plus de 700 ans. Si vous voulez, nous pouvons monter dans la tour.
4. Vous êtes intéressés par l'histoire ? Je connais un musée que vous allez aimer! C'est un musée sur le moyen-âge ! Le musée Cluny a tout pour ceux qui aiment le moyen-âge. Surtout, vous allez voir les célèbres tapisseries de la Dame et la Licorne. Nous allons traverser la place de Notre Dame. Face à la cathédrale, tournez à droite dans la RUE DU PETIT PONT. Cette rue devient la RUE ST JACQUES, continuez tout droit. Quand vous arrivez au BOULEVARD ST GERMAIN, tournez à droite. Prenez la RUE DE CLUNY à gauche. Tournez à droite à la PLACE PAINLEVE, l'entrée se trouve juste en face.
5. Voulez-vous voir la statue de la place St Michel ? C'est au cœur du Quartier latin qui est aussi le cœur historique de Paris ! C'est aussi le quartier des étudiants parce que l'université de la Sorbonne ne se trouve pas très loin. En sortant du musée, prenez le BOULEVARD ST MICHEL à droite. Vous allez tout droit, et la statue est à votre gauche. N'oubliez pas de prendre une photo ! Je vous quitte ici. A bientôt !

### Scoring Rubric

#### **3 Exceeds Expectations**

- Successfully draws the route for all five destinations.
- Accurately identifies the activity associated with each destination
- Accurately uses the “going to do something” construction in all five sentences.

#### **2 Meets Expectations**

- Correctly draws the route with at least four of the destinations
- Accurately identifies the activity associated with at least four destinations
- Accurately uses the “going to do something” construction in most sentences.

#### **1 Approaches Expectations**

- Draws the route with several errors. Only identifies three of the destinations
- Accurately identifies the activity associated with only three destinations
- Accurately uses the “going to do something” construction in only a few sentences.

#### **U Does Not Meet Expectations**

- Draws the route with several errors. Identifies less than two of the destinations
- Accurately identifies the activity associated with only three destinations
- Incorrectly uses the “going to do something” construction in most sentences.

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### Interdisciplinary Instructional Tasks

#### Interpersonal Communication Tasks

**1. Label me! (Language Arts, Art)** – Students are grouped in pairs. Each student has a picture of a dressed mannequin that is different from that of his partner. Each student also has a picture of an undressed mannequin. Student A describes what his mannequin is wearing to Student B. Student B draws and colors the clothes on his blank mannequin according to what the partner describes. Then Student B describes what clothes/colors his mannequin is wearing.

**2. What clothes should I wear? (Science, Math)** You and your partner are planning what you are going to take in your suitcases when you are on your trip to Spain. Partner A will look at weather reports for Lille, Toulouse, and Paris. Partner B will look at reports for Strasbourg, Biarritz, and Avignon. [Source: <http://fr.weather.yahoo.com/FR> ]

Sample...	PARIS																
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You will need to convert from Celsius to Fahrenheit. The formula is  $^{\circ}\text{F} = (9/5)^{\circ}\text{C} + 32$ . You can refer to the conversion chart your teacher will give you. [See attachment for conversion chart] Based on the reports, your partner will recommend types of clothing for his/her cities and you will do the same for your cities. Clothing should be different for sunny, cloudy, cool, rain, etc.] You may need to suggest different clothing for the evening low temperatures and something different for the daytime high temperatures. After your conversation with your partner, you will be able to fill out your packing list for all six cities. (FRI-8 Act 2)

**3. What will you wear on the plane? (Language Arts)** – Now that you have your suitcase packed, the only clothing decision left is to decide what you’re going to wear on the plane. You and a partner will tell each other what you are planning to wear. Then the two of you will pair up with two other classmates. You will share with the two other people what both of you are going to wear. Are there any similarities?

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**4. Photo Album Memories (Language Arts)** – Your teacher took lots of pictures on her trip of teenagers she met in France. She shows the class several sets of her pictures. Each set has pictures of a male and female teenager. She only lets the class see a set for one minute at a time and then turns the pictures over. You and your partner must take turns making a statement that describes what one of the people is wearing. You must identify whether you are describing the male or female. Each person gets a point for every correct statement. Example: Le garçon porte un chapeau bleu. (The boy is wearing a blue hat).

**5. Memory (Language Arts, Science)** – Are clothes really that important? Do people even notice what you're wearing? What would you hypothesize? As a group experiment, your teacher will divide the class into 2 groups. Each group sends a volunteer to leave the room. Then each person in the group must make a statement about what the person from the other team is wearing. Your teacher may have a box of clothing accessories for the team members to quickly put on just before they leave the room. As each statement is made, the team captain writes the descriptions on the board. You will verify your "team memory" by bringing the students back into the room. Tally how many of the team statements on the board were correct. You will repeat the process until your teams run out of volunteers. For every correct description, the team gets a point. At the end of the experiment, your class can decide if people really notice what you're wearing!

### Interpretive Communication Tasks

**6. Dressing Game (P.E., Language Arts)** - The teacher brings two sets of men's and women's clothing. (The crazier, the better) The clothes may include such things as pants, shirts, t-shirts, skirts, shorts, dresses, shoes, socks, gloves, hats, coats, sweaters, and sandals. Divide the class in half. Have the students work in pairs within their group. Put the two sets of clothing into piles on each side of the room. Call one pair from each group to stand beside one of the piles of clothing. The teacher calls out an item of clothing. One student must find the item and put it on his/ her partner. The first group done gets a point. Then the two switch places, so that the other student must find the article of clothing and put it on his/ her partner. Then, the next two groups are called and the items of clothing are called out until all students have had a turn.

**7. Cast Your Vote! (Language Arts)** – A popular French magazine, ELLE, is taking a poll of teenagers around the world to determine who they think are the best dressed celebrities. Your teacher thought you would enjoy voting. Some are Europeans, others are from the U.S. They could be singers, actors, athletes, or comedians. [Source: People, Vogue, Esquire, magazines, etc.] Your teacher has brought pictures of some of them. She has numbered them and displayed them on the board. As your teacher describes each person and what he/she is wearing, write down the corresponding number of the picture being described on your paper. Then rank them in your own order in terms of who you think the best dressed to worst-dressed person is. Your #1 is the best-dressed celebrity in your opinion.

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**8. Getting Around Town – (Geography, Language Arts)** – Your French Club is trying to help a group of new exchange students in your city. They want to be able to find a few places in town, such as the bank, movie theatre, post office, etc. Your teacher is giving them a “tour” around the city by giving them a city map that she has drawn with the places/stores labeled in English. As you listen to her description, write down in English the places they will visit in the order she/he describes.

**9. What can we buy? (Math, Language Arts)** – Divide the students into groups of two. Give each group a sale flyer from the newspaper or from a website. [Source: <http://www.elcorteingles.es/>] Assign the groups an amount of money to spend. Vary the amount of money given to each group. The students must list what to buy by spending as much of the allotted money as possible. They should total their purchases and subtract from the amount given.

**10. Shopping for Gifts (Language Arts)** – You are frantically trying to buy gifts for people on your last day in Paris. Throughout the trip you have written down ideas for gifts for particular people and even jotted down an idea of where you might purchase each gift. The problem is that now all of your notes are torn into little pieces since the paper has been at the bottom of your back pack for two weeks and have gotten torn. Sort out the pieces of paper to the person and the store you would go to purchase his or her gift. (FRI-8 Act 10)

**11. Bingo (Language Arts)** - You want to represent your class in the school’s French Bowl. To qualify for the first round, you have to win a bingo game. To get ready, you need to make a bingo card with clothing items and stores in French. Your teacher will call out clothing or store names in English. When you believe you have “bingo”, you must call back the items in French. (FRI-8 Act 11)

### Presentational Communication Tasks

**12. Describe me! (Language Arts)** – Congratulations! You did well on the first qualifying round for the French Bowl. Now you need to show how well you can describe people and clothing. You and your friends decide it would be a good idea to practice. In a group of four or five of your classmates, you will describe the magazine picture of a famous actor or actress that your teacher gives you. Everyone in the group will look at the picture as it is passed to him or her. Each of you must give one sentence that describes what the person is wearing. If you can, pass the picture around a second time to add more descriptive sentences. Then present your group description to your classmates. (As an extension activity, the teacher may distribute pictures from famous French artists to describe the clothing.

**13. Online Shopping (Art, Language Arts)** – In order to raise money for a bilingual pre-school in your city, your class has decided to auction off new clothing. Each club member will purchase a piece of clothing and will design an online ad for the item. Someone in the French Club has

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volunteered to set up a website with all of the ads for items that will be auctioned, along with a brief description of each clothing item. In your ad, you will need to draw the item, using colored pencils or crayons. You must also list at least three things about the item, including the price.

**14. Fashion Show (Math, Language Arts)** – For people who don't have access to your class website (see previous activity), you decide to have a fashion show to let people know what clothing items will be auctioned off for the French Club's fundraiser. Divide the students into groups of three. One student brings clothes for a fashion show. The other two students must describe him/her as he/she walks the catwalk. The three must add up the price for the total outfit and mention it in the description. (Encourage them to raid their parents' closets for some really "cool" outfits).

### Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are "getting it." In fact, using a variety of assessment activities that address students' multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

#### Communication in the Interpersonal Mode

- Work in pairs to create and/or practice simple conversations.
- Perform a short skit or dialogue for a class, the school or the community.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.

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- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

### **Communication in the Interpretive Mode**

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.

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- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

### *Communication in the Presentational Mode*

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.

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- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

### **Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture**

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.

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- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.