



Grade 10 French Marking Periods 1-4



STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
QUARTER 1				
<p>Review sections of topics from French 1 (friends, home family, school, shopping, travel, sports, daily routines)</p> <p>Chapter 1 (cultural activities, movies, plays, museum visits, theater, talk about who they know, what they know, things that happened in the past, African music, musical topics, read about cultural events, movie schedules, write newspaper article about a cultural event, write a short business letter to obtain information about cultural events)</p> <p>Chapter 2 (health and medicine, describing minor health problems, speaking with a doctor, parts of the body, cognates related to health and medicine, identify pains and illnesses in parts of the body), working with idiomatic expressions, medical services in France, diet and nutrition, write notes describing illnesses, write flyers describing volunteer activities, prepare flyer advertising healthy menus.</p>				
LOTE1.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.A.ML1A	<ul style="list-style-type: none"> Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. 			
LOTE1.A.ML1B	<ul style="list-style-type: none"> Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. 			
LOTE1.A.ML1C	<ul style="list-style-type: none"> Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. 			



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LOTE1.A.ML1D	<ul style="list-style-type: none"> Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. 			
LOTE1.B.ML1E	<ul style="list-style-type: none"> Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. 			
LOTE1.B.ML1F	<ul style="list-style-type: none"> Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. 			
LOTE1.ML2	<p>Key Idea:</p> <ul style="list-style-type: none"> Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.B.ML2B	<ul style="list-style-type: none"> Students can compose short, informal notes and messages to exchange information with members of the target culture. 			
LOTE1.B.ML2D	<ul style="list-style-type: none"> Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. 			
<p>Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.</p>				
LOTE2.ML1	<p>Key Idea:</p>			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<ul style="list-style-type: none"> Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. 			
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.B.ML1B	<ul style="list-style-type: none"> Students can draw comparisons between societies. 			
LOTE2.B.ML1C	<ul style="list-style-type: none"> Students can recognize that there are important linguistic and cultural variations among groups that speak the same target language. 			
LOTE2.B.ML1D	<ul style="list-style-type: none"> Students can understand how words, body language, rituals, and social interactions influence communication. 			
QUARTER 2				
<p>Chapter 3 (communications, telephone conversations, faxes, computers, giving instructions and do things in a sequence, acting out phone calls given a particular situation, using imperfect tense, information related to technology)</p> <p>Chapter 4 (travel by train and air, getting around a train station and airport, use imperfect and two past tenses, tell and write short narratives about things in the past, write for information on countries they would like to visit, write short brochures on places to visit in New York state, travel to French speaking countries, Switzerland, Benin, review of Chapters 1-4)</p>				
LOTE1.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> Listening and speaking are primary communicative goals in modern language learning. These skills are used for the 			



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	purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1B	<ul style="list-style-type: none"> Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. 			
LOTE1.A.ML1C	<ul style="list-style-type: none"> Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. 			
LOTE1.A.ML1D	<ul style="list-style-type: none"> Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. 			
LOTE1.A.ML1E	<ul style="list-style-type: none"> Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. 			
LOTE1.A.ML1F	<ul style="list-style-type: none"> Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. 			
LOTE1.ML2	<p>Key Idea:</p> <ul style="list-style-type: none"> Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	opinions, and getting others to adopt a course of action.			
LOTE1.B.ML2B	<ul style="list-style-type: none"> Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. 			
LOTE1.B.ML2D	<ul style="list-style-type: none"> Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. 			
Standard LOTE2				
Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.B.ML1B	<ul style="list-style-type: none"> Students can draw comparisons between societies. 			
LOTE2.B.ML1C	<ul style="list-style-type: none"> Students can recognize that there are important linguistic and cultural variations among groups that speak the same target language. 			
LOTE2.B.ML1D	<ul style="list-style-type: none"> Students can understand how words, body language, rituals, and social interactions influence communication. 			
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> Effective communication involves meanings that go beyond words and require an understanding of perceptions, 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
QUARTER 3				
Chapter 5 (banking, post office, internet services, reciprocal actions, using negatives) Chapter 6 (food, appliances, utensils, cooking procedures, French and American meals, future tense, express having someone do something) Chapter 7 (cars and driving, giving directions, map reading, plan an itinerary, rules for driving in France, licensing, travel to other countries, ecology, review for Chapters 5-7)				
LOTE1.ML1	Key Idea: <ul style="list-style-type: none"> Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.A.ML1B	<ul style="list-style-type: none"> Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. 			
LOTE1.A.ML1C	<ul style="list-style-type: none"> Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. 			
LOTE1.A.ML1D	<ul style="list-style-type: none"> Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers 			



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	of the same age group, familiar adults, and providers of common public services.			
LOTE1.B.ML1E	<ul style="list-style-type: none"> Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. 			
LOTE1.B.ML1F	<ul style="list-style-type: none"> Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. 			
LOTE1.ML2	<p>Key Idea:</p> <ul style="list-style-type: none"> Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.B.ML2B	<ul style="list-style-type: none"> Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. 			
LOTE1.B.ML2D	<ul style="list-style-type: none"> Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. 			
Standard LOTE2				
Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> Effective communication involves meanings that go beyond words and require an understanding of perceptions, 			



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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.B.ML1B	<ul style="list-style-type: none"> Students can draw comparisons between societies. 			
LOTE2.B.ML1C	<ul style="list-style-type: none"> Students can recognize that there are important linguistic and cultural variations among groups that speak the same target language. 			
LOTE2.B.ML1D	<ul style="list-style-type: none"> Students can understand how words, body language, rituals, and social interactions influence communication. 			
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. 			
QUARTER 4				
<p>Chapter 8 (medical emergencies, accidents, describe injuries, what happens in a hospital, first aid, telling people what to do and not do, medial visits, Doctors without Borders, Red Cross, Pasteur, prepare accident reports, medical forms, writing a feature story about a physician or EMS squad)</p>				



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Chapter 9 (hotels, checking in and out, reservations, describing rooms, referring to past actions, adverbs, hotels in France, youth hostels, Club Med) Chapter 10 (public transportation, requesting information, changing lines, end of year review)				
LOTE1.ML1	Key Idea: <ul style="list-style-type: none"> Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.A.ML1C	<ul style="list-style-type: none"> Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. 			
LOTE1.A.ML1D	<ul style="list-style-type: none"> Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. 			
LOTE1.B.ML1E	<ul style="list-style-type: none"> Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. 			
LOTE1.B.ML1F	<ul style="list-style-type: none"> Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. 			
LOTE1.ML2	Key Idea:			



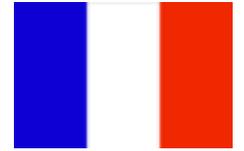
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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<ul style="list-style-type: none"> Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 			
LOTE1.B.ML2B	<ul style="list-style-type: none"> Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. 			
LOTE1.B.ML2D	<ul style="list-style-type: none"> Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. 			
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	Key Idea: <ul style="list-style-type: none"> Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. 			
LOTE2.A.ML1A	<ul style="list-style-type: none"> Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.B.ML1B	<ul style="list-style-type: none"> Students can draw comparisons between societies. 			
LOTE2.B.ML1C	<ul style="list-style-type: none"> Students can recognize that there are important linguistic and cultural variations among groups that speak the same 			



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	target language.			
LOTE2.B.ML1D	<ul style="list-style-type: none"> • Students can understand how words, body language, rituals, and social interactions influence communication. 			
LOTE2.A.ML1A	<ul style="list-style-type: none"> • Students can use some key cultural traits of the societies in which the target language is spoken. 			
LOTE2.ML1	<p>Key Idea:</p> <ul style="list-style-type: none"> • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. 			