Grades 11-12 French
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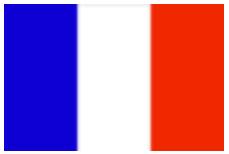

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
QUARTER 1				
Chapter 1 (Travel, Tourism, and Vacations) **Chapter 2** (French Speaking Youth: Their Language and Culture)				
LOTE1.ML1	**Key Idea:** • Listening and 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.C.ML1A	• Students can understand standard speech delivered in most authentic settings.			
LOTE1.C.ML1B	• Students can understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.			
LOTE1.C.ML1C	• Students can draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.			
LOTE1.C.ML1D	• Students can comprehend subtler, nuanced details of meaning with some repetition and rephrasing.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.C.ML1E	• Students can engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.			
LOTE1.B.ML1A	• Students can comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone.			
LOTE1.B.ML1B	• Students can understand the main idea and some discrete information in television, radio, or live presentations.			
LOTE1.B.ML1C	• Students can initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals.			
LOTE1.B.ML1D	• Students can select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers.			
LOTE1.B.ML1E	• Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances.			
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than			

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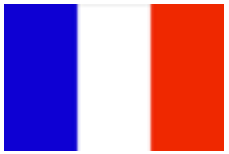

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.B.ML2A	• Students can read and comprehend materials written for native speakers when the topic and language are familiar.			
LOTE1.B.ML2B	• Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.			
LOTE1.B.ML2C	• Students can read simple materials independently, but may have to guess at meanings of longer or more complex material.			
LOTE1.B.ML2D	• Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports.			
LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
QUARTER 2				
Chapter 3 (Sports and Leisure) **Chapter 4** (French Speaking Cultures)				

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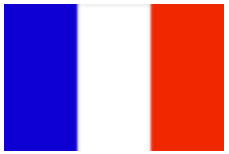

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.C.ML1A	• Students can understand standard speech delivered in most authentic settings.			
LOTE1.C.ML1B	• Students can understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.			
LOTE1.C.ML1C	• Students can draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.			
LOTE1.C.ML1D	• Students can comprehend subtler, nuanced details of meaning with some repetition and rephrasing.			
LOTE1.C.ML1E	• Students can engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.ML2	**Key Idea:** • 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.ML2A	• Students can read and comprehend materials written for native speakers when the topic and language are familiar.			
LOTE1.B.ML2B	• Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.			
LOTE1.B.ML2C	• Students can read simple materials independently, but may have to guess at meanings of longer or more complex material.			
LOTE1.B.ML2D	• Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports.			
LOTE1.B.ML2E	• Students can write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently.			
LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			

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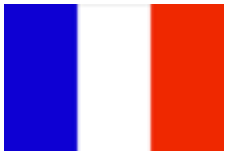

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	• 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.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
LOTE2.C.ML1D	• Students can write in the target language in a manner that articulates similarities and differences in cultural behaviors.			
QUARTER 3				
Chapter 5 (Media and Current Events **Chapter 6** (Rites of Passage)				
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	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.C.ML1A	• Students can understand standard speech delivered in most authentic settings.			
LOTE1.C.ML1B	• Students can understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.			
LOTE1.C.ML1C	• Students can draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.			
LOTE1.C.ML1D	• Students can comprehend subtler, nuanced details of meaning with some repetition and rephrasing.			
LOTE1.C.ML1E	• Students can engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.			
LOTE1.B.ML1A	• Students can comprehend messages and short			

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	conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone.			
LOTE1.B.ML1B	• Students can understand the main idea and some discrete information in television, radio, or live presentations.			
LOTE1.B.ML1C	• Students can initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals.			
LOTE1.B.ML1D	• Students can select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers.			
LOTE1.B.ML1E	• Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances.			
LOTE1.B.ML1F	• Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.			
LOTE1.ML2	**Key Idea:** • 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.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.B.ML2A	• Students can read and comprehend materials written for native speakers when the topic and language are familiar.			
LOTE1.B.ML2B	• Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.			
LOTE1.B.ML1C	• Students can read simple materials independently, but may have to guess at meanings of longer or more complex material.			
LOTE1.B.ML2D	• Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports.			
LOTE1.B.ML2E	• Students can write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently.			
LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions,			

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	gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
LOTE2.C.ML1D	• Students can write in the target language in a manner that articulates similarities and differences in cultural behaviors.			
QUARTER 4				
Chapter 7 (Health and Exercise) **Chapter 8** (French Heritage, History)				
LOTE1.ML1	**Key Idea:** • 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.C.ML1A	• Students can understand standard speech delivered in most authentic settings.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.C.ML1B	• Students can understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.			
LOTE1.C.ML1C	• Students can draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.			
LOTE1.C.ML1D	• Students can comprehend subtler, nuanced details of meaning with some repetition and rephrasing.			
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LOTE1.B.ML1A	• Students can comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone.			
LOTE1.B.ML1B	• Students can understand the main idea and some discrete information in television, radio, or live presentations.			
LOTE1.B.ML1C	• Students can initiate and sustain conversations, face-to-			

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	face or on the phone, with native-speaking or more fluent individuals.			
LOTE1.B.ML1D	• Students can select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers.			
LOTE1.B.ML1E	• Students can exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances.			
LOTE1.B.ML1F	• Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.			
LOTE1.ML2	**Key Idea:** • 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	• Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.			
LOTE1.B.ML2D	• Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports.			
LOTE1.ML2	**Key Idea:**			

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LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
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LOTE2.C.ML1A	• Students can demonstrate sophisticated knowledge of cultural nuances in a target language culture.			
LOTE2.C.ML1B	• Students can model how spoken language, body language, and social interaction influence communication.			
LOTE2.C.ML1D	• Students can write in the target language in a manner that articulates similarities and differences in cultural behaviors.			