

# Cliffside Park High School

## French III

August 2018

### Unit 1

**Subject: French III**  
**Grade: 9-12**

#### Essential Questions

- How has the French culture influenced my life?
- How can I synthesize the information from French 2 in order to communicate effectively in the target language?

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>STANDARD</b>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## **Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

### **Interpretive:**

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

### **Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared

virtually with a target language audience.

- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

### **Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

- Students will write an introductory letter to a pen pal and ask questions to find out information from their pen pal
- Students will interview and orally share their and their partners' likes and dislikes
- Students will be able to...
  - introduce themselves to others
  - describe themselves and ask about others
  - speak and write about their likes and dislikes
  - inquire and share when you do something (time, calendar, schedule)
  - speak and write the verbs avoir, être, regular verbs, passé composé and other

irregular verbs

**Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

**Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

**Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Resources**

- T'es Branche?, EMC Publishing
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Amplify learning by providing more challenging texts</li><li>● Allow G &amp; T students to complete author studies on specific writers</li></ul>	<ul style="list-style-type: none"><li>● Allow for peer to peer collaboration within the classroom</li><li>● Assign an English speaking mentor to help student with</li></ul>	<ul style="list-style-type: none"><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Text to speech</li></ul>

<p>during this time period</p> <ul style="list-style-type: none"> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>language difficulties</p> <ul style="list-style-type: none"> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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**Unit 2**

**Subject: French III**  
**Grade: 9-12**

**Essential Questions**

- How is life different for young adults in France?
- How can I communicate effectively about my daily life/hobbies/interests using varied vocabulary and tenses?

#	STUDENT LEARNING OBJECTIVES	STANDARD
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

**Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

**Interpretive:**

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culturally authentic materials using electronic information and other sources related to targeted themes.

- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
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- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

#### **Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

#### **Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

#### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.  
CRP7. Employ valid and reliable research strategies.  
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CRP9. Model integrity, ethical leadership and effective management.  
CRP10. Plan education and career paths aligned to personal goals.  
CRP11. Use technology to enhance productivity.

### **Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.  
8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.  
8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

Unit 1--All About Me  
Unit 2--School Days  
Unit 3--Home, Sweet, Home  
Unit 4--Food, Glorious Food  
Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

### **Assessments**

- Students will collaborate in order to create a mock episode of "Extra"
- Students will make predictions using the future tense (both in writing and orally).
- Students will imagine future lives of their peers using the future tense.

### **Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

### **Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

### **Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Resources**

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	<p>assessments for ELL students</p> <ul style="list-style-type: none"> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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### Unit 3

**Subject: French III**  
**Grade: 9-12**

#### Essential Questions

- How do cultural practices influence our daily routines?
- How is the French education system different from the American education system?

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2	Use physical response to identify which written and oral directions based on an authentic	7.1.NH.A.2

	online map are accurate for going from one place to another in the target culture(s).	
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## Standards

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

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**Interpersonal:**

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**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
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**21st Century**

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**Concepts and Skills**

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Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

### **Assessments**

- Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)
- Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)
- Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)

### **Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

### **Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

### **Benchmark**

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	Slide presentation and explain information in their native language	
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#### **Unit 4**

**Subject: French III**  
**Grade: 9-12**

#### **Essential Questions**

- How do cultural practices vary in other French speaking countries?

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>STANDARD</b>
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4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service	7.1.NH.C.1

	opportunities.	
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**Concepts and Skills**

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Unit 6--Migratory Animals

Unit 7--Going Green

**Assessments**

- Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied
- Examine how the perspectives of people who speak the target language are reflected

in their products

- Assess the usefulness of information gathered from target language resources for application in other content areas
- Examine information and viewpoints presented in authentic resources
- Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language
- Compare the similarities and differences between the target culture(s) and the student's own culture

**Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

**Summative**

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<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	their native language	
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**Unit 5**

**Subject: French III**  
**Grade: 9-12**

- Essential Questions**
- How is the experience of growing up in France different than in the U.S.?

#	STUDENT LEARNING OBJECTIVES	STANDARD
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## Standards

### The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

#### **Interpretive:**

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

#### **Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

#### **Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

### **Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

- Students will create a product (PowerPoint, poster, flipbook, etc.) discussing their childhood and childhood activities
- Students will create a fairy tale using the imparfait and passé composé tenses to talk about the past
- Create a graphic organizer comparing American and French lives after critically evaluating French cinema.
- Students will be able to...
  - speak and write about when they were a child
  - speak and write about an event in the past using imparfait or passé composé

- describe and compare life in the country with life in the city
- understand and apply adverb placement
- use the comparative and superlative with adjectives and nouns

**Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

**Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

**Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Resources**

- T'es Branche?, EMC Publishing
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> </ul>

<p>specific writers during this time period</p> <ul style="list-style-type: none"> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>mentor to help student with language difficulties</p> <ul style="list-style-type: none"> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	<ul style="list-style-type: none"> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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**Unit 6**

<p><b>Subject: French III</b></p>
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**Grade: 9-12**

**Essential Questions**

- How does France's multi-cultural society differ and relate to America's?

<b>#</b>	<b><u>STUDENT LEARNING OBJECTIVES</u></b>	<b><u>STANDARD</u></b>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

**Standards**

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**Interpersonal:**

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- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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**Presentational:**

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### **Technology**

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### **Concepts and Skills**

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Unit 4--Food, Glorious Food  
Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

### **Assessments**

- Create a double entry journal based on the film Persepolis.
- Compare and contrast multi-culturalism in order to create a written and oral product in the target language
- Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language
- Compare the similarities and differences between the target culture(s) and the student's own culture

### **Formative:**

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- Oral and written quizzes and tests

### **Summative**

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