

What is it we expect students to learn? Identifying Essential Standards

Grade Level: 11th-12th

Subject: French 3

Team Members: Michelle Corson

1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment / Intervention Strategies
The student will be able to conjugate verbs in the past tense.	The student will be expected to take an example such as "I study" and write it as "I studied"	conjugating avoir and etre in the present tense and knowing the past participles of learned verbs	Book 2 Chapter 6 Test	originally introduced in Book 1 Chapter 7 (second year), then reviewed for proficiency in Book 2 Chapter 6	
The student will be able to identify parts of the body and describe symptoms of normal illnesses.	Given a picture of a person, the student can label the parts. The student can also express symptoms such as "I have a fever."	none	Book 2 Chapter 8 Test	originally introduced with Book 1 Chapter 9 and then reviewed in Book 2 Chapter 8	
The student will be able to describe events that took place in the past using the imperfect tense.	An example of proficiency would be to write a short paragraph describing what they used to do last summer when they were on vacation.	a good understanding of English grammar is very useful	Book 2 Chapter 10 Test	originally introduced in Book 2 Chapter 6 then reviewed for proficiency in Book 2 Chapter 10	
The student will be able to demonstrate knowledge and use of basic travel vocabulary.	An example of proficiency would be to act out a dialogue with the person at the ticket counter at the train station.	vocabulary learned in earlier lessons having to do with traveling	Book 2 Chapter 10 Test	originally introduced in Book 1 Chapter 10 and then tested for proficiency in Book 2 Chapter 10	
The student will be able to conjugate verbs in the future tense.	An example would be to change a sentence from "She goes to the movies." to "She will go to the movies on Tuesday."	a good grasp of English grammar	Book 3 Chapter 2 Test	introduced in Book 2 Chapter 7 and tested for proficiency in Book 3 Chapter 2	

The student will be able to use direct and indirect object pronouns.	Given a sentence with a direct and/or indirect object, the student can replace the noun with a direct/indirect object pronoun. Example: J'achete un cadeau. Je l'achete.	knowledge of direct and indirect objects and their pronouns in English	Book 2 Chapter 10 Test	introduced in French 2, Book 2 Chp. 2 and then reviewed in the last quarter of French 3, Book 2, Chapter 10	

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
6. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrich the essential standard?

Mattos, Buffum, Weber, 2010