

<b>STORY TITLE:</b> Tú-Kan French Level 101 <b>histoire A: Jean</b>	<b>COURSE:</b> French 1  <b>PLATFORMS:</b> ONLINE PLATFORM AND LIVE / VIRTUAL INSTRUCTION	<b>Date range dependant on student completion and available resources</b>
<p><b>Standard(s):</b>  <b>ACTFL World Readiness Standards:</b></p> <p><b>COMMUNICATION:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• <b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p><b>CULTURES:</b> Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> <li>• <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul> <p><b>CONNECTIONS:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <ul style="list-style-type: none"> <li>• <b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>• <b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p><b>COMPARISONS:</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> <li>• <b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul> <p><b>COMMUNITIES:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> <li>• <b>School and Global Communities:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>		
<p><b><u>Texts/Resources/Materials/Technology:</u></b>  Computer, Promethean Board / Smart TV, B.Y.O.D. policy as needed, classroom / student Chromebooks/laptops as needed, Tú-Kan Printable Handouts for reference, thematic vocabulary/grammar concept handouts. All course materials accessible to teachers and students on <a href="http://www.tukanlanguages.com">www.tukanlanguages.com</a></p>		

Expectations of Mastery of Learning Targets			Instructional Strategies (with pacing)			
<b>Daily Learning Target:</b>  Should be posted in student friendly terms, explained to students, and assessed	<b>Product:</b>  How will students show mastery of the learning target?  (Identify if CW/HW or Assessment)	<b>Daily Formative Assessment:</b>  How will you know all students mastered the learning target?	<i>Check all applicable modes of instruction below</i>			
			<b>Teacher Directed Whole Group</b>  <input type="checkbox"/>  VIRTUAL / LIVE	<b>Teacher Directed Small Groups</b>  <input type="checkbox"/>  VIRTUAL / LIVE	<b>Student Directed Groups</b>  <input type="checkbox"/>  VIRTUAL / LIVE	<b>Independent Practice</b>  <input type="checkbox"/>  VIRTUAL / LIVE

<p>Section-specific, target skill-related "I Can" statements are included on the introductory slide of the story presentation and copied into the students' individual notebooks at the beginning of each story section, and posted online and in the classroom</p>	<p><b>BELLRINGER</b> question &amp; answer (CW/HW) Current story section classroom presentation, virtual platform review, or student review (CW/HW)</p> <p><b>STORY SECTION</b> activities:</p> <ul style="list-style-type: none"> <li>• Story Section / Notes</li> <li>• Q&amp;A</li> <li>• Verbal</li> <li>• Phrases Fausses</li> <li>• Questions Personnelles</li> <li>• Prouve-le (Assessments)</li> </ul> <p>participation in class activities in the target language (CW/HW)</p> <p style="text-align: center;"><b>QUIZTIME</b></p> <p>Section review/practice. Can be used as <b>formative assessment</b> before story activities, or as a <b>summative assessment</b>.</p> <p style="text-align: center;"><b>KAHOOT QUIZ</b> (Or other Unit Assessment)</p> <p style="text-align: center;"><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>• Reading (Assessments)</li> <li>• Writing (Assessments)</li> <li>• Speaking (Assessments)</li> </ul> <p>Per the progression of the unit based on the pace of the group</p>	<ul style="list-style-type: none"> <li>• Circling activities</li> <li>• Completion of section-specific question/answer activities per the module: either Q&amp;A, Verbal, Phrases Fausses, or Questions Personnelles</li> <li>• <b>Summative Assessments after each classroom presentation (QUIZTIME), at the end of the section (PROUVE-LE), and at the end of each story unit via Kahoot/ Reading/ Writing/ and Writing assessments</b></li> </ul>	<p><b>Bellringer entrance slip:</b> students copy the daily story-related question onto their weekly bellringer sheet; once students have had 5 minutes to answer the question, answers are reviewed via whole-group instruction for accuracy.</p> <ul style="list-style-type: none"> <li>• <b>Review story details</b> in preparation for the next detail or extended practice of current plot points. Students will work with each new story detail as the Tú-Kan story develops. They will demonstrate understanding and acquisition of target language through each of three sections of the story as varying types of reinforcement and repetitive assignments are given.</li> <li>• <b>Review of prior knowledge vocabulary/ Introduction of new vocabulary as needed.</b></li> <li>• <b>Circling:</b> Students will participate in a rotating combination of listening, repeating, answering, reading, and writing activities based on each additional detail of the Tú-Kan story. All activities will focus on language acquisition, internalization of grammar structures and necessary vocabulary. These activities occur on a <b>DAILY</b> basis; current day's activities will be indicated in the table below:</li> </ul> <p style="text-align: center;"><b>ENTER DATES (OR DATE RANGE) FOR ACTIVITIES TO BE COMPLETED BELOW</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Story Section</th> <th>Q&amp;A</th> <th>VERBAL</th> <th>PHRASES FAUSSES</th> <th>QUESTIONS PERSONNELLES</th> <th>QUIZTIME</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>1</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>UNIT QUIZ</b></td> <td colspan="5" rowspan="2"> <b>Summative Assessments:</b> End-of-story Kahoot Test (see modifications/accommodation section for details), Reading Assessment, Speaking Assessment, and Writing Assessment to be paced once Sections 1-3 are complete.                 </td> </tr> <tr> <td><b>WRAP UP</b></td> </tr> </tbody> </table> <p>★ <i>Pacing varies based on daily formative assessment of target language acquisition and daily learning goals. Amount of time spent varies depending on the particular blended student group in a given class period.</i></p>	Story Section	Q&A	VERBAL	PHRASES FAUSSES	QUESTIONS PERSONNELLES	QUIZTIME	<b>1</b>						<b>2</b>						<b>3</b>						<b>UNIT QUIZ</b>	<b>Summative Assessments:</b> End-of-story Kahoot Test (see modifications/accommodation section for details), Reading Assessment, Speaking Assessment, and Writing Assessment to be paced once Sections 1-3 are complete.					<b>WRAP UP</b>
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**Differentiation for Rtl and Acceleration:** Tú-Kan Languages was designed to be beneficial for all learners at all levels. The inherent repetition and natural process has been shown to be effective at all levels of language learners. Modifications, when needed, include a more focused, one on one interaction between student and teacher and increased repetition and focus. This can be put into effect at any time if needed. Summative assessment can be given on paper with fewer distractors or online via Google Forms.

**Advanced and Heritage Language Learners:** Expanded activities are available for advanced students and/or for students who are already fluent in the target language.

**Accommodations and/or Modifications (Ex Ed, 504, ESL):**

- Extended time to complete and turn in assignments
- Peer tutors
- Printed copies of notes and/or lesson activities
- One-on-one assistance from instructor
- Use of personal devices for situationally appropriate translation purposes.
- Pass to resources as needed per individual student.

**TESTING:** Google Quiz and paper version (with modifiable distractors) available as needed.

**Teacher Reflection:** What went well or where were there any challenges?

**Changes or Next Steps:** Would you do something differently next time?

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