

COURSE NAME: French IV

Unit 1: Feeling and Living
Essential Questions: What are your personal relationships like? Are your friends outgoing or reserved? How does your personality affect your relationship with others?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
<p>1.12 Perform Stage 1 and 2 Learning Standards</p> <p>1.13 Suggest possible solutions to a problem</p> <p>1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint</p> <p>1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</p>	<ul style="list-style-type: none"> • Use and understand vocabulary associated with personal relationships (i.e. feeling, personality traits, civil states, etc.) • Create a personality test as a class, students take test, compare your results with a classmate, and tally the results of the class. • Work in pairs to create 10 sentences using the target vocabulary to describe and ideal friend, an ideal sibling and an ideal parent. Have groups share responses • In small groups, talk about your best friend and your favorite family member and why. • Role play a person who just broke up with his/her significant other and the psychologist who gives advice • Small groups discuss their opinions on the poem <i>Le pont Mirabeau</i>. 	<ul style="list-style-type: none"> • <u>IMAGINEZ</u> textbook, Leçon 1 • <u>IMAGINEZ</u> ancillary materials, Leçon 1 • DVD – IMAGINEZ Short Film Collection • IMAGINEZ Supersite vhcentral.com • Teacher generated ancillaries 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based 	<ul style="list-style-type: none"> • IMAGINEZ Leçon 1 quizzes and comprehensive test • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments

			activities	
Interpretive Communication				
<p>2.11 Perform Stage 1 and Stage 2 Learning Standards</p> <p>2.13 Read a literary text and understand the theme, characters, and setting</p> <p>2.14 Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature</p> <p>2.15 Comprehend narration in present, past and future</p> <p>2.16 Identify and understand feelings and emotions</p> <p>2.17 Comprehend audio and video texts</p>	<p>Read and understand texts that:</p> <ul style="list-style-type: none"> • Talk about personal relationships • Read and take a personality test • Read and understand the poem <i>Le Pont Mirabeau</i> by Guillaume Apollinaire • Watch and analyze the short film: <i>Le Télégramme</i> <p>Listen to and understand recordings that:</p> <ul style="list-style-type: none"> • Talk about personal relationships using the target language • Listen to recordings of college students describing personal issues they are having, then write appropriate advice 			
Presentational Communication				
<p>3.12 Perform Stage 1 and Stage 2 Learning Standards</p> <p>3.13 Develop and present solutions to problems</p> <p>3.14 State and support opinions to convince or persuade a listener or reader</p> <p>3.15 Write letters requesting specific information</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students • Talk about personal relationships • Pairs invent a description of the personal life of the character McLaurie in the film <i>Le Télégramme</i> and present it to the class. • Students research a historical 			

	<p>photo of immigrants arriving in the U.S. Then they present their photos to the class and describe it using at least five new vocabulary words.</p> <ul style="list-style-type: none"> • After reading the poem <i>Le pont Mirabeau</i>, write a letter to a real or imaginary love interest • Read a letter from an advice column about a relationship problem, and then present your advice to a small group. • Pairs play the role of close friends or a couple who formulate questions to ask a travel agent for a special trip they want to take 			
Cultures				
<p>4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.</p> <p>4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture.</p> <p>4.17 Identify cultural characteristics in literature, popular periodicals, music,</p>	<ul style="list-style-type: none"> • Preview the reading <i>Les Francophones d'Amérique</i> and discuss what they already know about Louisiana and the Cajun culture • Read <i>Les Francophones d'Amérique</i> and make a list of the important geographical, historical and culture aspects presented. • Research Cajun music, its origins, the principal instruments used and the musicians who've made important contributions to this genre of music. • Listen to Cajun music and identify some well-known musicians. 			

<p>theater visual arts, commercials, films and videos and relate these to the language and perspectives of the target culture</p> <p>4.18 Describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture.</p>	<ul style="list-style-type: none"> • Small groups discuss the challenges they faced integrating themselves into the American culture in Louisiana, as well as, the reasons the Cajun language is in danger of extinction. • Watch a French commercial about <i>Clairefontaine</i> products and discuss what occurred, the ways that we communicate with our loved ones and what is the most appropriate means of communicating one's feelings. 			
Linguistic Comparisons				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>5.12 Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English</p> <p>5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language</p> <p>5.14 Discuss and analyze idiomatic expressions in the target language</p>	<p>In a variety of contexts, review the grammatical structures:</p> <ul style="list-style-type: none"> • The present tense of regular verbs • The imperative • Spelling-change verbs • The irregular verbs <i>être, aller, avoir & faire</i> • Forming questions • Listen to the poem <i>Le pont Mirabeau</i>, then notice and describe the rhyming pattern in the poem. Talk about the effect and the musicality this creates. • Students use newspaper and magazine pictures that illustrate five spelling-change verbs. After 2 minutes of studying the picture, students use them as the basis for a story. 			

	<ul style="list-style-type: none"> • Study the words and expressions presented in <i>Le français dans l'anglais</i>. Student work in pairs to come up with additional French words and expression that English speakers commonly use • Discuss French words that became English ones during the Middle Ages, especially during the time of William the Conqueror. 			
Cultural Comparisons				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students own culture.</p> <p>6.11 Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the U.S.</p> <p>6.12 Analyze examples of how authors in the target culture view the role of the U.S. or other countries</p> <p>6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own</p>	<ul style="list-style-type: none"> • Discuss the alliance between France and the U.S. at different points throughout history. • Research the French influence in the U.S. in regards to education, number of students who study French, number of exchange programs, number of <i>Alliances françaises</i> in the U.S. and cultural events. • Read about the influence of French-speaking people on the American culture, i.e. Chevrolet, Charles Perrault, Tony Parker, Céline Dion and Julia Child. • Research the life of Alexis de Tocqueville, focusing on the years he spent in the U.S. and the issues covered in <i>De la démocratie en Amérique</i>. Groups then analyze his predictions and if they came true, i.e. his prediction that slavery would cause conflict in the U.S. 			

culture.				
Connections				
Perform Stage 1 and Stage 2 learning standards 7.3 Obtain information and knowledge related to other disciplines from sources in the target language.	<ul style="list-style-type: none"> • ART: Research Cajun music, its origins, the principal instruments used and the musicians who've made important contributions to this genre of music. • Watch and discuss performances of Cajun musicians. • HISTORY: Discuss the alliance between France and the U.S. at different points throughout history. 			

Unit: 2 City Life

Essential Questions: What are the implications of urban life? Is it easier to meet people in the city or the country? Life in the city can be more practical but at what cost?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.12 Perform Stage 1 and 2 Learning Standards 1.13 Suggest possible solutions to a problem.	<ul style="list-style-type: none"> • Use and understand vocabulary associated with city life (i.e. places, people, activities, descriptions, etc.) • Imagine you've just arrived in Paris, where you will live for the 	<ul style="list-style-type: none"> • <u>IMAGINEZ</u> textbook, Leçon 2 • <u>IMAGINEZ</u> ancillary materials, 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share 	<ul style="list-style-type: none"> • IMAGINEZ Leçon 2 quizzes and comprehensive test • Listening

<p>1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint</p> <p>1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</p>	<p>next year. Describe in detail what you did that day and the places you explored.</p> <ul style="list-style-type: none"> Imagine being the mayor of a city meeting with other mayors to discuss how to improve the life of their citizens. What changes would you make? Compare these changes with those of the other mayors. Read the account given by Haitian novelist, Dany Laferrière, on the 2010 earthquake in Haiti. Then, discuss personal reactions to it in small groups. 	<p>Leçon 2</p> <ul style="list-style-type: none"> DVD – IMAGINEZ Short Film Collection IMAGINEZ Supersite vhlcentral.com Teacher generated ancillaries 	<ul style="list-style-type: none"> Student reflections Role-playing Songs and other music-related activities Learning centers Internet-based activities TPRS Story-based instruction Cooperative learning Writing-to-learn Nonlinguistic representations Kinesthetic activities Project-based activities Art-based activities 	<p>activities/assessments</p> <ul style="list-style-type: none"> Communicative activities Writing activities/assessments Oral assessments
Interpretive Communication				
<p>2.11 Perform Stage 1 and Stage 2 Learning Standards</p> <p>2.13 Read a literary text and understand the theme, characters, and setting</p> <p>2.14 Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature</p>	<p>Read and understand texts that:</p> <ul style="list-style-type: none"> Talk about city life Read <i>Tout Bouge autour de moi</i> an account given by Haitian novelist, Dany Laferrière, on the 2010 earthquake in Haiti. <p>Listen to and understand recordings that:</p> <ul style="list-style-type: none"> Talk about city life Listen to a dramatic recording of by the author of <i>Tout bouge autour de moi</i> and discuss the feelings and emotions of the 			

<p>2.15 Comprehend narration in present, past and future</p> <p>2.16 Identify and understand feelings and emotions</p> <p>2.17 Comprehend audio and video texts</p>	<p>narrateur.</p> <ul style="list-style-type: none"> • Watch and analyze the short film: <i>Je prendrai le suivant</i>. 			
Presentational Communication				
<p>3.12 Perform Stage 1 and Stage 2 Learning Standards</p> <p>3.13 Develop and present solutions to problems</p> <p>3.14 State and support opinions to convince or persuade a listener or reader</p> <p>3.15 Write letters requesting specific information</p>	<p>Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students:</p> <ul style="list-style-type: none"> • Talk about city life • Imagine that you are running for the mayor of the city. Give a short persuasive speech of the changes you would make to improve the life of its citizens. • You are trying to find your soul mate, write a personal add fo • After watching the film <i>J'attendrai le suivant</i>, write a diary entry in which you talk about a "love at first sight" meeting you had that day. Can it really exist? 			
Cultures				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural</p>	<ul style="list-style-type: none"> • Read about the two second biggest cities in France: Marseille and Lyon. • Look at, describe and compare additional high altitude pictures by the famous French photographer Yan Arthus-Bertrand. Where were the photographs taken? For a 			

<p>perspectives.</p> <p>4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture.</p> <p>4.17 Identify cultural characteristics in literature, popular periodicals, music, theater visual arts, commercials, films and videos and relate these to the language and perspectives of the target culture</p>	<p>dramatic portrayal of Arthus-Bertrand's work and legacy, students will look at his book <i>Earth from Above – La terre vu du ciel</i>.</p> <ul style="list-style-type: none"> • Identify important cultural artistic figures from France and explain their contributions: Paul Bocuse, Sonia Rykiel, & Marguerite Duras. • Analyze the cultural reading about La fête de la Musique which takes place in June in Paris and Lyon. • Analyze the different way certain things are said in the 3 biggest French cities of Paris, Lyon and Marseille. • You are a food critic for the guide Gault Miliou. After dining at Paul Bocuse's restaurant in Lyon, you write a description of your meal there. • Watch a French video clip about <i>Vélopartage</i>, free public bike service that is so popular now in the cities of France. Analyze why it is a success and its impact on the environment. 			
Linguistic Comparisons				

<p>Perform Stage 1 and Stage 2 learning standards</p> <p>5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language</p> <p>5.14 Discuss and analyze idiomatic expressions in the target language</p>	<p>In a variety of contexts, review the grammatical structures:</p> <ul style="list-style-type: none"> • Nouns and articles • Il est vs. C'est • Pronominal verbs • Descriptive adjectives and adjective agreement • Adverbs <ul style="list-style-type: none"> • Discuss the idiomatic expressions used in the film: <i>J'attendrai le suivant</i>. Work in small groups to create a skit with some of these expressions. • Students bring in eight to ten photos from the newspaper or a magazine that illustrate the target adverbs, adjectives and pronominal verbs from the unit. Share their photos in small groups, describing them in as much detail as possible for 2 minutes. 			
Cultural Comparisons				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students own culture.</p> <p>6.11 Compare and contrast</p>	<ul style="list-style-type: none"> • Read about Lyon & Marseilles and compare their statistical information with that of Paris, New York City and Boston. • After reading <i>Tout Bouge autour de moi</i>, an account given by Haitian novelist, Dany Laferrière, on the 2010 earthquake in Haiti, discuss how the world reacted to the tragedy. How did other 			

<p>graphic and statistical information such as population and income of the target culture with similar information about the U.S.</p> <p>6.12 Analyze examples of how authors in the target culture view the role of the U.S. or other countries</p> <p>6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture.</p>	<p>francophone countries mobilize? How did the U.S. and Canada help? Was the response enough?</p>			
Connections				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>7.3 Obtain information and knowledge related to other disciplines from sources in the target language.</p>	<p>MUSIC: Compare and contrast La fête de la Musique with similar music festivals in the U.S. Give an example from each and describe the music/musicians using the target grammar structures.</p>			

Unit: 3 The influence of the media

Essential Questions: Does the media play too large a role in our lives? What influence does the media have on our personal life? Is it possible to absorb all that the media proposes?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.12 Perform Stage 1 and 2	<ul style="list-style-type: none"> Use and understand vocabulary 	<ul style="list-style-type: none"> <u>IMAGINEZ</u> 	<ul style="list-style-type: none"> Peer partner 	<ul style="list-style-type: none"> IMAGINEZ

<p>Learning Standards</p> <p>1.13 Suggest possible solutions to a problem.</p> <p>1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint</p> <p>1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</p>	<p>associated with the media (i.e. radio, television, cinema, press, people in the media, etc.)</p> <ul style="list-style-type: none"> • Watch the short film <i>Emilie Muller</i> and read the text <i>La Télé et la mort</i>, then write an essay using examples from the two sources, about whether people in the media have a particular responsibility toward the public. • Using the target vocabulary, discuss current trends, the latest fads, and popular culture. Students also give their opinions on the importance of television, news and online media in their own lives. • Students read the article, <i>La Télé et la mort</i>, by French author Marguerite Duras. Then, they will write a blog entry in which they agree or disagree with the author's opinion. 	<p>textbook, Leçon 3</p> <ul style="list-style-type: none"> • <u>IMAGINEZ</u> ancillary materials, Leçon 3 • DVD – IMAGINEZ Short Film Collection • IMAGINEZ Supersite vhlcentral.com • Teacher generated ancillaries 	<p>learning</p> <ul style="list-style-type: none"> • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities 	<p>Leçon 3 quizzes and comprehensive test</p> <ul style="list-style-type: none"> • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments
<p>Interpretive Communication</p>				
<p>2.11 Perform Stage 1 and Stage 2 Learning Standards</p> <p>2.13 Read a literary text and understand the theme, characters, and setting</p> <p>2.14 Identify the</p>	<p>Read and understand texts that:</p> <ul style="list-style-type: none"> • Talk about the media • Read and analyze the text <i>La Télé et la mort</i> by Marguerite Duras • Read the news article, <i>Au bout de trente ans</i>, then discuss the ways the media has changed over the past 30 years. List the major 			

<p>characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature</p> <p>2.15 Comprehend narration in present, past and future</p> <p>2.16 Identify and understand feelings and emotions</p> <p>2.17 Comprehend audio and video texts</p>	<p>changes that have occurred and when.</p> <ul style="list-style-type: none"> • Read a min-biography about the famous French film director, François Truffaut. Discuss why it is written in the present tense instead of the past tense <p>Listen to and understand recordings that:</p> <ul style="list-style-type: none"> • Talk about the media and respond to questions about it • Listen to the dramatic reading of La Télé et la mort, focusing on the many descriptive words. Discuss the emotions they elicit and the mental images they create. 			
Presentational Communication				
<p>3.12 Perform Stage 1 and Stage 2 Learning Standards</p> <p>3.13 Develop and present solutions to problems</p> <p>3.14 State and support opinions to convince or persuade a listener or reader</p>	<ul style="list-style-type: none"> • Play the role of a film critic and write newspaper article about a recent French film you saw. Use the target grammar, passé composé and imparfait, in the article. • In a group of three, play the role of a reporter and a celebrity couple. Discuss the problems the encounter with the paparazzi and how they deal with it. 			
Cultures				

<p>Perform Stage 1 and Stage 2 learning standards</p> <p>4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.</p> <p>4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture.</p> <p>4.17 Identify cultural characteristics in literature, popular periodicals, music, theater visual arts, commercials, films and videos and relate these to the language and perspectives of the target culture</p>	<ul style="list-style-type: none"> • Research the French artist Henri Matisse and the Fauvism movement. Write a brief description of the two. Then pick a favorite work from this movement and describe it to the class and why you chose it. • Watch the French TV commercial promoting the purchase of a traditional paper newspaper. Then, have students discuss reasons why new technologies constitute a revolution. What are the drawbacks they associate with new technologies? • Read and discuss <i>La souveraineté du Québec</i>. Then describe the creativity and contributions of: Rene Lévesque, Félix Leclerc, Gilles Vigneault and Robert Charlebois and their • PROJECT: You are an advertising agent, who has to create a brochure for a francophone festival in Québec. Research a festival and the necessary information for the brochure. 			
Linguistic Comparisons				

<p>Perform Stage 1 and Stage 2 learning standards</p> <p>5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language</p> <p>5.14 Discuss and analyze idiomatic expressions in the target language</p>	<ul style="list-style-type: none"> • After reading a min-biography about the famous French film director, François Truffaut, in the present tense. Rewrite the biography in the passé composé and imparfait. • Compare and contrast expressions used in Québec and in France. • Point out that many joul words and expressions are simply ones that fell out of use in France after the French colonized Quebec but survived in modern Quebec French. Note these additional expressions from Quebec and practice writing them in context: Je suis tanné(e)! Je suis fatigué(e)! prendre une marche se promener être sur son 36 être chic des patates (f.) frites des frites une piastre un dollar des flots des enfants <ul style="list-style-type: none"> • Watch the French TV commercial promoting the purchase of a traditional paper newspaper. Then, have students discuss reasons why new technologies constitute a revolution. What are the drawbacks they associate with new technologies? 			
Cultural Comparisons				

<p>Perform Stage 1 and Stage 2 learning standards</p> <p>6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students own culture.</p> <p>6.11 Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the U.S.</p> <p>6.12 Analyze examples of how authors in the target culture view the role of the U.S. or other countries</p> <p>6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture.</p>	<ul style="list-style-type: none"> • In groups, have students research other places of interest in Quebec. Ask them if they are familiar with any of the subjects treated in the texts. Then have volunteers share their experience with the class. Students compare and contrast the places of interest. • Read about Guy Laliberté. Then, with a partner, find examples of other business men and woman who used the media and their notoriety to help change the world. • Research other francophone and US foundations. • Identify the factors leading up to the war in Indochina in 1946. Research how the US eventually became involved with Vietnam. 			
Connections				
<p>Perform Stage 1 and Stage 2 learning standards</p> <p>7.3 Obtain information and knowledge related to other disciplines from sources in the target language.</p>	<p>HISTORY: Identify the factors leading up to the war in Indochina in 1946. Research how the US eventually became involved with Vietnam</p> <p>ART: Identify Marcelle Ferron and some of his artistic works as a painter, sculpter and stained glass maker.</p>			

Unit: 4 Stages of Life and the Generation Gap

Essential Questions: Are the conflicts caused by the generation gap inevitable? Does the affection that exist between parents and children allow generations get passed these obstacles and find common ground?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
<p>1.12 Perform Stage 1 and 2 Learning Standards</p> <p>1.13 Suggest possible solutions to a problem</p> <p>1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint</p> <p>1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</p>	<p>Use and understand vocabulary associated with family life (i.e. family members, stages of life, generations, personalities, food, etc.)</p>	<ul style="list-style-type: none"> • <u>IMAGINEZ</u> textbook, Leçon 6 • <u>IMAGINEZ</u> ancillary materials, Leçon 6 • DVD – IMAGINEZ Short Film Collection • IMAGINEZ Supersite vhlcentral.com • Teacher generated ancillaries 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities 	<ul style="list-style-type: none"> • IMAGINEZ Leçon 6 quizzes and comprehensive test • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments

