

**Integrated Performance Assessment Novice Mid**  
**Theme: Friendship**  
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**Essential question:** What is the importance of friendship in your life?

**Objectives:**

**Interpretive:**

1. Students will be able to interpret a written text in which a friend's physical appearance and personality are described.
2. Students will be able to investigate a video in which friends are described.

**Interpersonal:**

Students will be able to share qualities of their friends that are important to them.

**Presentational**

Students will be able to produce a short essay about friendship.

**World Readiness Standards:**

**Communication:** 1.1, 1.2, 1.3

**Cultures:** 2.1

**Connections:** 3.2

**Comparisons:** 4.1

**Communities:** 5.1

**Common Core Anchor Standards:**

**Reading:** R.1, R.2, R.4, R.5, R.7

**Writing:** W.3, W.4, W.6, W.10

**Speaking and Listening:** SL1, SL3

**Language:** L.1, L.2

**Functions:**

Students list, name, identify, enumerate. Students identify learned words and phrases in authentic texts. Students reproduce and present a written product in a culturally authentic way.

**Vocabulary:**

Comment est? Il/Elle est comment? Comment tu trouves...?

Descriptive adjectives such as: génial(e), gentil(lle) marrant(e), sympa, sérieux(se), paresseux(se)

**Structures:**

Verb: être

Possessive adjectives (mon, ma, mes, etc.), formation of masculine/feminine adjective

## **Performance tasks:**

### **Interpretive**

1. Students will view a video clip which children in the francophone world describe qualities of friendship and their own best friends. Their comprehension will be assessed through their answers to multiple choice and true/false questions based on the video. Use a textbook video or the following resource:  
<http://enseigner.tv5monde.com/fle/lamitie-quest-ce-que-cest-1116>
2. Students will read a short article from L'Express magazine, *Quand les enfants parlent de leur meilleur ami*, in which 8 children describe the importance of their friends. They will fill in a graphic in which they list the age of the student being interviewed, his/her age, the name of his/her friend, the characteristics of the friend, and activities they do together. Website:  
[http://www.lexpress.fr/styles/psycho/quand-les-enfants-parlent-de-leur-meilleur-ami\\_785861.html](http://www.lexpress.fr/styles/psycho/quand-les-enfants-parlent-de-leur-meilleur-ami_785861.html)

### **Interpersonal**

After reading and watching the authentic texts about friendship, students will participate in a group discussion in a group of 4 in which each person lists the most important characteristics for him/her in a friend. They will use vocabulary lists provided by the teacher and vocabulary they learned from the authentic texts. Each student will speak for approximately 1 minute. The conversation can be recorded on a phone, Ipad, or computer, for grading purposes.

## **Presentational Final project instructions for students:**

In this unit you have been studying about the importance of friendship in your life. Imagine that you are entering a short essay competition for a on line magazine describing the importance of your best friend in your life.

1. In your first paragraph introduce your friend to the audience: age and physical characteristics.
2. In the second paragraph describe the personality qualities that make your friend special.
3. In the third paragraph describe the things your friend does with you or independently of you that make him/her admirable.
4. Use the present tense, avoir, être, and the new vocabulary you have learned in this unit.
5. Write a rough draft at home and bring it to class for peer editing or google doc editing. Include a photo of your best friend.
6. Correct your final copy and upload to a sharing site created by your teacher so that the class can read everyone's entries.
7. You will be graded on your content, vocabulary, language use, and mechanics.