High School French I Curriculum

Course Description: This is an active class that gives the beginning student the vocabulary necessary to communicate on a basic level with French speakers on a variety of familiar subjects such as school, home, activities, etc. The student will learn how to formulate sentences and dialogues through listening, speaking, reading and writing. Cultural activities will accompany language lessons to acquaint students with food, artistic expression, and diversity of the French-speaking world.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks</td>
<td>Bonjour!</td>
<td>Topic 1: Greetings and Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Alphabet, Cognates, and Names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Numbers</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>Mes Activites</td>
<td>Topic 1: Dates and Months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Weather and Seasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 4: Likes and Dislikes</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>Ma famille et mes amis</td>
<td>Topic 1: Family</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>Bon appetit</td>
<td>Topic 1: Food and Meals</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>Le passe</td>
<td>Topic 1: Passe compose</td>
</tr>
</tbody>
</table>
Unit 1: Bonjour!

Subject: French 1
Grade: 9-12
Name of Unit: Bonjour!
Length of Unit: 2 Weeks

Overview of Unit: Students will develop an understanding of similarities and differences between French and English and learn how to greet people according to cultural context.

Priority Standards for unit:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

Supporting Standards for unit:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates</td>
<td>Cite</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>similarities and differences between the sound and writing system of target and native language.</td>
<td>Report</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How does one greet different individuals in francophone cultures?
2. How do letters and sounds in French compare with the letters/sounds in English?
3. How do cultural differences affect the way in which we communicate?
4. How can learning a language enhance our experience with the world around us?
5. How has French culture influenced our culture and language?

**Enduring Understanding/Big Ideas:**
1. There are a variety of ways in which you can greet different individuals. Examples include Bonjour, salut, ca va? comment allez-vous? In addition to gestures and culture traditions.
2. The French alphabet is similar to the English one, yet there are differences in vowels, accents, and pronunciations. Sound systems are unique to every language and essential for effective communication.
3. Language reflects and is influenced by the culture in which it is found. Members of one culture may make assumptions about other cultures based on their own attitudes and beliefs.
4. Learning a different language leads to a greater understanding of why people think and act in different ways. It also enhances understanding of one’s own language and culture.
5. There are many words in English that are based on the French language. French culture has greatly influenced American culture in such areas as fashion, cooking, art, cinema, etc.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Alphabet</td>
<td>● Common Cognates</td>
</tr>
<tr>
<td>● Greetings</td>
<td>● Introductions</td>
</tr>
<tr>
<td>● Numbers</td>
<td>● Numbers</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Flashcards, oral practice, online practice games
Engaging Experience 1
Title: Greetings/How are you?
Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Use common social amenities such as please, thank you, and excuse me.

Supporting:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

Detailed Description/Instructions: Students will have previously learned how to greet people and ask “how are you?” in different registers (tu vs. vous.). In this experience, students will randomly select a card, identifying a person that they will need to greet, ask how they are and use any appropriate cultural gestures, actions in the greeting.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Topic 2: Alphabet, Cognates, and Names

Engaging Experience 1
Title: Alphabet/Pronunciation
Suggested Length of Time: 45 Minutes
Standards Addressed
  Priority:
    ● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
      ○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
      ○ Report similarities and differences between the sound and writing system of target and native language.
  Supporting:

Detailed Description/Instructions: Students will randomly select cards with various cognates and vocabulary and spell the word on the card to the teacher, using correct pronunciation in French and including names of accents.
Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: To be created

Engaging Experience 2
Title: Alphabet/Names - Listening
Suggested Length of Time: 30 Minutes
Standards Addressed:
  Priority:
    ● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
      ○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
      ○ Report similarities and differences between the sound and writing system of target and native language.
  Supporting:

Detailed Description/Instructions: Students will listen to the teacher spell words, cognates and names in French and write the appropriate spelling on their paper.
Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Class participation, check for understanding
Topic 3: Numbers

Engaging Experience 1
Title: Number identification and Pronunciation
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  ○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  ○ Report similarities and differences between the sound and writing system of target and native language.

Supporting:
● Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  ○ Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  ○ Broaden understanding of world culture through authentic spoken and written information.

Detailed Description/Instructions: Students will look at an authentic newspaper ad, advertising school supplies (ex. Monoprix or Office Depot) and will identify and pronounce correctly the price in French, using numbers 1-60.

Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Class participation, check for understanding

Engaging Experience 2
Title: Numbers - Written expression
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  ○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  ○ Report similarities and differences between the sound and writing system of target and native language.

Supporting:

Detailed Description/Instructions: Students will write out in French the answer to simple math problems in French, spelling the answer correctly.

Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Check for understanding
Engaging Experience 3
Title: Numbers- Listening
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  ○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  ○ Report similarities and differences between the sound and writing system of target and native language.

Supporting:
● Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  ○ Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  ○ Broaden understanding of world culture through authentic spoken and written information.

Detailed Description/Instructions: The teacher will recite various phone numbers in France (pointing out that French phone numbers are said in two digit fashion) and students will write down numbers that they hear.

Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Check for understanding
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will prepare a role play with following elements:

It is the first day of school in Paris and you are meeting a classmate for the first time. Introduce yourself and exchanges pleasantries. Find out each other’s name, age, phone number, and email. Include as much as you can! This is not to be read- be as natural as possible. This will be performed in front of teacher and/or class.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings/ How are you?</td>
<td>Students will have previously learned how to greet people and ask “how are you?” in different registers (tu vs. vous.). In this experience, students will randomly select a card, identifying a person that they will need to greet, ask how they are and use any appropriate cultural gestures, actions in the greeting.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Alphabet/Pronunciation</td>
<td>Students will randomly select cards with various cognates and vocabulary and spell the word on the card to the teacher, using correct pronunciation in French and including names of accents.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Alphabet/Names - Listening</td>
<td>Students will listen to the teacher spell words, cognates and names in French and write the appropriate spelling on their paper.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Number identification and Pronunciation</td>
<td>Students will look at an authentic newspaper ad, advertising school supplies (ex. Monoprix or Office Depot) and will identify and pronounce correctly the price in French, using numbers 1-60.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Numbers - Written expression</td>
<td>Students will write out in French the answer to simple math problems in French, spelling the answer correctly.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Numbers - Listening</td>
<td>The teacher will recite various phone numbers in France (pointing out that French phone numbers are said in two digit fashion) and students will write down numbers that they hear.</td>
<td>30 Minutes</td>
</tr>
</tbody>
</table>
Unit 2: Mes Activités

Subject: French I
Grade: 9-12
Name of Unit: Mes Activités
Length of Unit: 4 Weeks

Overview of Unit: Students will learn to express preferences in a variety of topics as well as what activities they do throughout the year.

Priority Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

- Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Describe the practices of common cultural activities and holiday celebrations.
  - Identify common social etiquette within the cultures studied.

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
  - Report similarities and differences between the sound and writing system of target and native language.

- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
Supporting Standards for unit:

- Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced
  - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  - Use target language vocabulary to refer to items and concepts learned in other subject areas.

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
<table>
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<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>People based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Places based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Things based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the principal message contained in various target language media, such as illustrated texts, posters, and advertisements</td>
<td>Comprehend</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the practices of common cultural activities and holiday celebrations</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>common social etiquette within the cultures studied.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>gestures, intonation and other visual and auditory clues in target language materials.</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Ask</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Answer</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Likes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Dislikes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of people</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Description of places</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of products</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Common social amenities such as please, thank you, and excuse me</td>
<td>Use</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates</td>
<td>Cite</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>similarities and differences between the sound and writing system of target and native language.</td>
<td>Report</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Words borrowed from the target language.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>An awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How does one speak about activities and pastimes?
2. How do French teenagers spend their leisure time?
3. How do leisure time activities of French teenagers compare with those of American teenagers?
4. How do the educational systems of French speaking countries differ from the American system?

**Enduring Understanding/Big Ideas:**
1. Talking about one’s activities will include likes and dislikes, when and under what conditions these activities take place.
2. The concept of leisure time varies from culture to culture. Students will understand the differences between how they spend their free time and French students.
3. French teenagers engage in many of the same activities as American teenagers, but there are some cultural differences. Students will identify these similarities and differences.
4. Educational systems worldwide have both similarities and differences and are dependent on culture.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Common weather expressions</td>
<td>● Days of the week</td>
</tr>
<tr>
<td>● Likes and Dislikes (various topics such as pastimes, sports, and school)</td>
<td>● Months of the year</td>
</tr>
<tr>
<td>● Numbers 1-60 (review)</td>
<td>● Opinion words and verbs (to like, to love)</td>
</tr>
<tr>
<td>● Seasons, including prepositions for “in”</td>
<td>● Time expressions, including expressions for “in the morning, etc…”</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Flashcards, oral practice, online practice games
Engaging Experience 1
Title: Expressing dates
Suggested Length of Time: 45 Minutes
Standards Addressed
Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

Supporting:
Detailed Description/Instructions: Students will be given a chart and fill in five classmate's name along the side. Students will then be required to ask the birthday of each different individual, listening to the French and writing the date down in English.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: Check for understanding

Engaging Experience 2
Title: Dates
Suggested Length of Time: 45 Minutes
Standards Addressed
Priority:
- Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Describe the practices of common cultural activities and holiday celebrations.
  - Identify common social etiquette within the cultures studied.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

Supporting:
Detailed Description/Instructions: Students will read on various holidays in France and compare those celebrated in the United States. Students can use a Venn diagram to compare the two cultures.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 3
Title: Date Comparison
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
  - Report similarities and differences between the sound and writing system of target and native language.

Supporting:

Detailed Description/Instructions: Students will compare the written date in French and English and discuss common mistakes of saying and writing the date backwards.

Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Check for understanding
Engaging Experience 1
Title: Expressing Weather and season- Written expression
Suggested Length of Time: 45 Minutes
Standards Addressed
Priority:
● Students understand and interpret written and spoken language on a variety of topics.
  ○ Identify people, places, and things based on oral and written descriptions.
  ○ Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  ○ Interpret gestures, intonation and other visual and auditory clues in target language materials.
Supporting:
● Students reinforce and further their knowledge of other disciplines through the world language.
  ○ Demonstrate competencies previously introduced
  ○ Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  ○ Use target language vocabulary to refer to items and concepts learned in other subject areas.
Detailed Description/Instructions: Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and write a weather and season for each one on their paper. The picture may include a temperature in Celsius/Fahrenheit for the students to convert.
Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Participation

Engaging Experience 2
Title: Weather - Intrapersonal/ Pronunciation
Suggested Length of Time: 30 Minutes
Standards Addressed
Priority:
● Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  ○ Ask and answer questions about very familiar topics.
  ○ Engage in common classroom interactions such as greetings, stating needs and preferences.
  ○ Share likes and dislikes
  ○ Exchange descriptions of people and places, in addition to products of the target culture.
  ○ Use common social amenities such as please, thank you, and excuse me.
Supporting:
Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced
  - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  - Use target language vocabulary to refer to items and concepts learned in other subject areas.

**Detailed Description/Instructions:** Given a map of France with various weather icons, students will ask what the weather is like in different areas and partners will answer. Partners will then switch roles.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Participation

**Engaging Experience 3**

**Title:** Weather - Interpretive Listening

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

**Priority:**
  - Students understand and interpret written and spoken language on a variety of topics.
    - Identify people, places, and things based on oral and written descriptions.
    - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
    - Interpret gestures, intonation and other visual and auditory clues in target language materials.

**Supporting:**

**Detailed Description/Instructions:** Teacher will read various weather statements and students will categorize each statement into a season on a chart on their paper with the 4 seasons as headings.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1

**Rubric:** Participation
Engaging Experience 1
Title: Time - Listening
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

Supporting:
Detailed Description/Instructions: Students will be given a template of several clocks without hands on it. Students will listen to the teacher express various times and draw the hands on the clock to indicate the given time.
Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: Check for understanding

Engaging Experience 2
Title: Time- Intrapersonal/Pronunciation
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

Supporting:
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
**Detailed Description/Instructions:** Students will look at an authentic schedule in French (example train, movie, TV guide etc.….) and will ask partners “at what time…” various events take place. Partners will then answer, converting military time on schedule to conversational time.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Check for understanding
Topic 4: Likes and Dislikes

Engaging Experience 1
Title: Activities - Intrapersonal Communication
Suggested Length of Time: 1 Day
Standards Addressed
Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

Supporting:
Detailed Description/Instructions: Students will interview another student on various likes and dislikes, using the construction “Tu aimes…” and the student will answer using “j’aime ou je n’aime pas…” They will then report their findings back to the class.
Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: Check for understanding

Engaging Experience 2
Title: Activities - Interpretive reading
Suggested Length of Time: 45 Minutes
Standards Addressed
Priority:
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

Supporting:
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
**Detailed Description/Instructions:** Students will read an authentic forum on likes and dislikes of adolescents in France (example “momes.net”, a forum where French kids can exchange about various topics- this could also be teacher created or found in authentic magazines.) Students will read and answer teacher-prepared comprehension questions.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

**Rubric:** Check for understanding

**Engaging Experience 3**

**Title:** Activities

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

*Supporting:*

**Detailed Description/Instructions:** Given a writing prompt “Qu’est-ce que tu aimes et n’aime pas…? Students will write a paragraph describing various likes and dislikes in their daily lives.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** Check for understanding
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT

Thème : les passe-temps
Years have passed since you graduated from your high school and you have now realized your dream of living in Paris, France. On your first night in your new tiny apartment in the heart of Montmartre, you surf the web hoping to find activities you can do in the city during your free time. You come across the Paris city hall website. You will first read and interpret the information presented on the site, then you will talk with your friends about which activities you like doing, and finally you will write a short blog post.

Learning objectives:
- I can comprehend main ideas and some details on a francophone website about weekend activities.
- I can express my likes and dislikes using simple sentences.
- I can ask simple questions and give simple responses about a familiar topic.
- I can write about myself using learned phrases and memorized expressions.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing dates</td>
<td>Students will be given a chart and fill in five classmate's name along the side. Students will then be required to ask the birthday of each different individual, listening to the French and writing the date down in English.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>Dates</td>
<td>Students will read on various holidays in France and compare those celebrated in the United States. Students can use a Venn diagram to compare the two cultures.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>Date Comparison</td>
<td>Students will compare the written date in French and English and discuss common mistakes of saying and writing the date backwards.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Expressing Weather and season- Written expression</td>
<td>Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and write a weather and season for each one on their paper. The picture may include a temperature in Celsius/Fahrenheit for the students to convert.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Weather - Intrapersonal/ Pronunciation</td>
<td>Given a map of France with various weather icons, students will ask what the weather is like in different areas and partners will answer. Partners will then switch roles.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Weather - Interpretive Listening</td>
<td>Teacher will read various weather statements and students will categorize each statement into a season on a chart on their paper with the 4 seasons as headings.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Time - Listening</td>
<td>Students will be given a template of several clocks without hands on it. Students will listen to the teacher express various times and draw the hands on the clock to indicate the given time.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Time- Intrapersonal/Pronunciation</td>
<td>Students will look at an authentic schedule in French (example train, movie, TV guide etc…) and will ask partners “at what time…” various events take place. Partners will then answer, converting military time on schedule to conversational time.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>4</td>
<td>Activities - Intrapersonal Communication</td>
<td>Students will interview another student on various likes and dislikes, using the construction “Tu aimes…” and the student will answer using “j’aime ou je n’aime pas…” They will then report their findings back to the class.</td>
<td>1 Day</td>
</tr>
<tr>
<td>4</td>
<td>Activities - Interpretive reading</td>
<td>Students will read an authentic forum on likes and dislikes of adolescents in France (example “momes.net”, a forum where French kids can exchange about various topics- this could also be teacher created or found in authentic magazines.) Students will read and answer teacher-prepared comprehension questions.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>4</td>
<td>Activities</td>
<td>Given a writing prompt “Qu’est-ce que tu aimes et n’aime pas…? Students will write a paragraph describing various likes and dislikes in their daily lives.</td>
<td>45 Minutes</td>
</tr>
</tbody>
</table>
Unit 3: Ma famille et mes amis

Subject: French I
Grade: 9-12
Name of Unit: Ma famille et mes amis
Length of Unit: 4 weeks
Overview of Unit: Students will learn appropriate vocabulary to describe family and friends in this unit. Students will use their personal experiences to practice.

Priority Standards for unit:
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes.
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

Supporting Standards for unit:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>people based on oral and written descriptions</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>places based on oral and written descriptions</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>things based on oral and written descriptions</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the principal message contained in various target language media, such as illustrated texts, posters, and advertisements</td>
<td>Comprehend</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>gestures, intonation and other visual and auditory clues in target language materials</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>appropriate patterns of behavior in familiar situations</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>the practices of common cultural activities and holiday celebrations</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>common social etiquette within the cultures studied</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>gestures, intonation and other visual and auditory clues in target language materials.</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Ask</td>
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<tr>
<td>questions about very familiar topics</td>
<td>Answer</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Likes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Dislikes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of people</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Description of places</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of products</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Common social amenities such as please, thank you, and excuse me</td>
<td>Use</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>words borrowed from the target language.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc. | Compare | Understand | 3
**Essential Questions:**
1. What are the similarities and differences between American and Francophone cultures in the context of family identity, structure, etc?

**Enduring Understanding/Big Ideas:**
1. Describing oneself and one’s family and friends is an essential component of communicating with others. Francophone cultures have varying practices concerning family dynamics.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● adjective of character description</td>
<td>● avoir...ans</td>
</tr>
<tr>
<td>● adjectives of physical description</td>
<td>● C’est/ Ce sont</td>
</tr>
<tr>
<td>● être</td>
<td>● être</td>
</tr>
<tr>
<td>● Family Members</td>
<td>● Il y a</td>
</tr>
<tr>
<td>● Il y a</td>
<td>● Pets</td>
</tr>
<tr>
<td>● Pets</td>
<td>● possessive adjectives</td>
</tr>
<tr>
<td>● possessive adjectives</td>
<td>● Voila/voici</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Flashcards, oral practice, online practice games
Topic 1: Family

Engaging Experience 1
Title: Ma Famille
Suggested Length of Time: 45 Minutes

Standards Addressed
Priority:
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

Supporting:
Detailed Description/Instructions: Students will draw a family tree (real or imaginary) and identify family members, using the construction “C’est ma/mon…” and using the correct possessive adjective. (This can be done in an oral or written format.) For homework, students will go home and describe in French their family to another family member, pointing out cognates and similarities in language.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created

Engaging Experience 2
Title: Age
Suggested Length of Time: 30 Minutes

Standards Addressed
Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
○ Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

**Supporting:**
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

**Detailed Description/Instructions:** Students will ask and answer “Quel age a ta/ton…?” about various family members and switch roles. Students will recognize that the French use a different construction for age and will express appropriate forms of “avoir.” Students will compare the difference between the ways the French “have” years and how as English speakers, we “are an age.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1
**Rubric:** To be created

**Engaging Experience 3**
**Title:** Description
**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

**Priority:**
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

**Supporting:**

**Detailed Description/Instructions:** Students will write descriptions of their families, using a variety of adjectives. Students will then read descriptions to a partner and partner will draw the family member as described.

**Bloom’s Levels:** Understand
**Webb’s DOK:** 1
**Rubric:** To be created
### Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT**

**Thème: ma famille**
While browsing the internet instead of doing your French homework, you find “momes.net,” a forum where French kids can exchange about various topics. Since we are studying family in class, you decide to take a peek at the family section to see how French teens describe their families and if they like their families or not...

First you will read the posts, then you will exchange with your classmates, and finally you will add your contribution to the forum.

**Learning objectives:**
- I can understand short descriptions
- I can write about my family using simple sentences and expressions of description.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ma Famille</td>
<td>Students will draw a family tree (real or imaginary) and identify family members, using the construction “C’est ma/mon…” and using the correct possessive adjective. (This can be done in an oral or written format.) For homework, students will go home and describe in French their family to another family member, pointing out cognates and similarities in language.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>Age</td>
<td>Students will ask and answer “Quel age a ta/ton…?” about various family members and switch roles. Students will recognise that the French use a different construction for age and will express appropriate forms of “avoir.” Students will compare the difference between the ways the French “have” years and how as English speakers, we “are an age.”</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>Description</td>
<td>Students will write descriptions of their families, using a variety of adjectives. Students will then read descriptions to a partner and partner will draw the family member as described.</td>
<td>45 Minutes</td>
</tr>
</tbody>
</table>
Unit 4: Bon appétit

Subject: French I  
Grade: 9-12  
Name of Unit: Bon appétit  
Length of Unit: 3 Weeks

Overview of Unit: Students will learn appropriate vocabulary and expressions to talk about food and mealtimes. Students will also compare Francophone cultures and American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals.

Priority Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

Supporting Standards for unit:

- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify objects and symbols commonly used to represent the culture studied.
  - Identify important historical and contemporary figures and events of the culture studied.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
○ Broaden understanding of world culture through authentic spoken and written information.

● Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  ○ Attend or view via media cultural events and social activities.
  ○ Explore topics of personal interest from the target culture
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>People based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Places based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Things based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the principal message contained in various target language media, such as illustrated texts, posters, and advertisements</td>
<td>Comprehend</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>gestures, intonation and other visual and auditory clues in target language materials.</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Ask</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Answer</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Likes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Dislikes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of people</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Description of places</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of products</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Common social amenities such as please, thank you, and excuse me</td>
<td>Use</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates</td>
<td>Cite</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>similarities and differences between the sound and writing system of target and native language.</td>
<td>Report</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>words borrowed from the target language.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>simple patterns of behavior or interaction in selected social and cultural settings.</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>such as greetings, personal space, etc.</td>
<td>an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.</td>
<td>Demonstrate</td>
<td>Apply</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do Francophone cultures differ from American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals?
2. Has American culture influenced cultural practices concerning food and meals in Francophone cultures and vice versa?

**Enduring Understanding/Big Ideas:**
1. There are many cultural differences surrounding food such as meal times, food quality, food quantities in restaurants, etc. Students will compare these differences with their traditions.
2. American fast food has been incorporated into many Francophone cultures. Students will also recognize how Francophone cooking styles and dishes have influenced American cuisine.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● boire</td>
<td>● boire</td>
</tr>
<tr>
<td>● drinks</td>
<td>● drinks</td>
</tr>
<tr>
<td>● expressions of want</td>
<td>● expressions of want</td>
</tr>
<tr>
<td>● Information questions (review from 2)</td>
<td>● Information questions (review from 2)</td>
</tr>
<tr>
<td>● ir verbs(choisir and finir)</td>
<td>● ir verbs(choisir and finir)</td>
</tr>
<tr>
<td>● manger</td>
<td>● manger</td>
</tr>
<tr>
<td>● meals</td>
<td>● meals</td>
</tr>
<tr>
<td>● prendre</td>
<td>● prendre</td>
</tr>
<tr>
<td>● Various food vocabulary</td>
<td>● Various food vocabulary</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Francais Interactif online, authentic texts, Bien Dit 1, youtube videos.
Topic 1: Food and Meals

Engaging Experience 1
Title: Meal time
Suggested Length of Time: 45 Minutes
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

Supporting:
Detailed Description/Instructions: Students will ask and answer with a partner preferences and habits on mealtimes. Students will form a variety of information questions and use the verbs “prendre, boire, and manger.” Cooking customs will also be discussed. Students will report the findings to the class.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: Check for understanding

Engaging Experience 2
Title: Ordering at a cafe
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
- Use common social amenities such as please, thank you, and excuse me.

**Supporting:**
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.

**Detailed Description/Instructions:** Students will look at an authentic menu from France (example [www.deuxmagots.fr](http://www.deuxmagots.fr)) and express what they would like (Je voudrais) for various meal times. This can be done with the teacher or role-played with a partner in class.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1
**Rubric:** Participation

### Engaging Experience 3

**Title:** Customs surrounding food in US and France

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

**Supporting:**
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify objects and symbols commonly used to represent the culture studied.
  - Identify important historical and contemporary figures and events of the culture studied.

**Detailed Description/Instructions:** Students will watch an expose from “Sunday Morning” news program and fill in a Venn diagram to compare and contrast the customs of eating/surrounding food at school in France and in the US. Students will also explore what the French think of American habits. Link to video: [http://www.cbsnews.com/videos/frances-gourmet-school-lunches/](http://www.cbsnews.com/videos/frances-gourmet-school-lunches/)

**Bloom’s Levels:** Understand
**Webb’s DOK:** 3
**Rubric:** Check for understanding

### Engaging Experience 4

**Title:** French Food in KC!

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
Students use the target language within and beyond the school setting.
  ○ Recognize the target language when encountered outside the world language classroom.
  ○ Recognize the words borrowed from the target language.

Supporting:
Students use the target language within and beyond the school setting.
  ○ Recognize the target language when encountered outside the world language classroom.
  ○ Recognize the words borrowed from the target language.

**Detailed Description/Instructions:** Students will explore the various French restaurants in the Kansas City metro area through online websites, pictures and menus. Cognates and borrowed words will be pointed out and discussed. An optional activity could be offered to go to a restaurant and try the food, speak French with native speakers, etc.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Rubric:** Check for understanding
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT

Thème: la nourriture/ Bon Appétit!
You have been given the opportunity to stay with a French family in Poitiers, France. The family has a teenage son, Thierry, which you have been exchanging emails with. After learning about what French people eat in French class, you want to know if French schools offer the same kind of food as in the USA. You decide to look-up Thierry’s school: “La Grange Saint Pierre” on the internet. First, you will read the school menu, and then you will watch a video about food in French schools. Next, you will then exchange about cafeteria food with your classmates, and finally, you will write an email to Thierry.

Learning objectives:
- I can recognize the purpose of simple reading materials
- I can comprehend the main ideas and some details in a text and a video from the internet
- I can exchange information about the food I eat
- I can present simple information about something I learned

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Meal time</strong></td>
<td>Students will ask and answer with a partner preferences and habits on mealtimes. Students will form a variety of information questions and use the verbs “prendre, boire, and manger.” Cooking customs will also be discussed. Students will report the findings to the class.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>1</td>
<td><strong>Ordering at a cafe</strong></td>
<td>Students will look at an authentic menu from France (example <a href="http://www.deuxmagots.fr">www.deuxmagots.fr</a>) and express what they would like (Je voudrais) for various meal times. This can be done with the teacher or role-played with a partner in class.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td><strong>Customs surrounding food in US and France</strong></td>
<td>Students will watch an expose from “Sunday Morning” news program and fill in a Venn Diagram to compare and contrast the customs of eating/surrounding food at school in France and in the US. Students will also explore what the French think of American habits. Link to video: <a href="http://www.cbsnews.com/videos/frances-gourmet-school-lunches/">http://www.cbsnews.com/videos/frances-gourmet-school-lunches/</a></td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td><strong>French Food in KC!</strong></td>
<td>Students will explore the various French restaurants in the Kansas City metro area through online websites, pictures and menus. Cognates and borrowed words will be pointed out and discussed. An optional activity could be offered to go to a restaurant and try the food, speak French with native speakers, etc.…</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
# Unit 5: Le passé

**Subject:** French I  
**Grade:** 9-12  
**Name of Unit:** Le passé  
**Length of Unit:** 2 Weeks  

**Overview of Unit:** Students will discuss various activities in the passe compose. They will practice talking about activities they do on vacations. Students will learn vocabulary that goes along with activities and vacations.

**Priority Standards for unit:**
- Students understand and interpret written and spoken language on a variety of topics.  
  - Identify people, places, and things based on oral and written descriptions.  
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.  
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.  
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.  
  - Ask and answer questions about very familiar topics.  
  - Engage in common classroom interactions such as greetings, stating needs and preferences.  
  - Share likes and dislikes  
  - Exchange descriptions of people and places, in addition to products of the target culture.  
  - Use common social amenities such as please, thank you, and excuse me.

**Supporting Standards for unit:**
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.  
  - Prepare illustrated stories about activities or events and share them orally or in writing.  
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.  
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.  
  - Broaden understanding of world culture through authentic spoken and written information.  
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).  
  - Apply existing knowledge to generate new ideas, products, or processes.  
  - Use models and simulations to explore complex systems and issues.  
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).  
  - Understand and use technology systems.  
  - Select and use applications effectively and productively.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>People based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Places based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Things based on oral and written descriptions.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the principal message contained in various target language media, such as illustrated texts, posters, and advertisements</td>
<td>Comprehend</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>gestures, intonation and other visual and auditory clues in target language materials.</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Ask</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>questions about very familiar topics</td>
<td>Answer</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Likes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Dislikes</td>
<td>Share</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of people</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Description of places</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Descriptions of products</td>
<td>Exchange</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Common social amenities such as please, thank you, and excuse me</td>
<td>Use</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How does language structure convey the concept of time?
2. How do the French and English languages compare in tense structure?

**Enduring Understanding/Big Ideas:**
1. Through the use of different tenses language communicates the concept of the here and now versus what has already passed and what has yet to occur. Students will differ between these tenses as well as practice them.
2. There are similarities and differences between French and English concerning how the concept of tense is expressed. Students will understand these differences as well as practice them.
3.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• avoir</td>
<td>• avoir</td>
</tr>
<tr>
<td>• etre</td>
<td>• etre</td>
</tr>
<tr>
<td>• regular and irregular past participles</td>
<td>• regular and irregular past participles</td>
</tr>
<tr>
<td>• various activities (verbs)</td>
<td>• various activities (verbs)</td>
</tr>
<tr>
<td>• Words indicating past (yesterday, last week, etc…)</td>
<td>• Words indicating past (yesterday, last week, etc…)</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Francais Interactif online, authentic texts, Bien Dit 1, youtube videos.
Engaging Experience 1
Title: Le passe compose - Intrapersonal
Suggested Length of Time: 2 Days
Standards Addressed
Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
Supporting:
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
Detailed Description/Instructions: Students will discuss with a partner events from the previous week-end, asking the question “Qu’est-ce que tu as fait...?” and answering with at least three activities in the passe compose.
Bloom’s Levels: Remember
Webb’s DOK: 1
Rubric: To be created

Engaging Experience 2
Title: Passe compose - Interpretive Listening
Suggested Length of Time: 1 Day
Standards Addressed
Priority:
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
○ Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
○ Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
○ Report similarities and differences between the sound and writing system of target and native language.

**Detailed Description/Instructions:** Students will listen to a teacher created narrative in both the past and present tenses. Students will recognize and identify which tense each verb is presented in, distinguishing between the passe compose and the present tense.

**Bloom’s Levels:** Remember
**Webb’s DOK:** 1
**Rubric:** To be created

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**Engaging Experience 3**

**Title:** Les vacances

**Suggested Length of Time:** 2 Days

**Standards Addressed**

**Priority:**
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

**Supporting:**
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

**Detailed Description/Instructions:** Students will brainstorm activities usually done on vacation (swim, shop, eat at restaurants, visit museums). Students will then ask partners if they did those things on their last vacation along with follow up questions on what they did. Students will write down their partner's responses in paragraph form, switching from the first person to the third person.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1
**Rubric:** To be created

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**Engaging Experience 4**

**Title:** Les Grandes Vacances

**Suggested Length of Time:** 1 Day

**Standards Addressed:**
**Priority:**
- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

**Supporting:**
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Use models and simulations to explore complex systems and issues.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

**Detailed Description/Instruction:** Students will read an article or an infographie on how the French spend their “Grandes Vacances” in August and answer supporting detail question. Differences between the French and American summer vacations will be discussed.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 1, 2

**Rubric:** To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Write a blog entry about your recent trip to Martinique (or another Francophone country of choice/study.) Include lots of details about where you went each day and what you and the other members of your family did while you were there. Be creative and imagine some funny/scary/interesting things that happened during the trip. Your blog entry should be at least 200 words long.

**Rubric for Engaging Scenario:** To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Le passé-compose - Intrapersonal</td>
<td>Students will discuss with a partner events from the previous week-end, asking the question “Qu’est-ce que tu as fait…?” and answering with at least three activities in the passé-compose.</td>
<td>2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Passe compose - Interpretive Listening</td>
<td>Students will listen to a teacher created narrative in both the past and present tenses. Students will recognize and identify which tense each verb is presented in, distinguishing between the passé-compose and the present tense.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td>Les vacances</td>
<td>Students will brainstorm activities usually done on vacation (swim, shop, eat at restaurants, visit museums). Students will then ask partners if they did those things on their last vacation along with follow up questions on what they did. Students will write down their partner's responses in paragraph form, switching from the first person to the third person.</td>
<td>2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Les Grandes Vacances</td>
<td>Students will read an article or an infographie on how the French spend their “Grandes Vacances” in August and answer supporting detail question. Differences between the French and American summer vacations will be discussed.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.