High School French IV Curriculum

Course Description: Students are able to engage in conversation and comprehend another person’s dialogue without much repetition. Topics go well beyond basic needs and include: personal and family affairs, current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can comprehend dialogue about special fields of interest and narratives of a non-technical or specialized nature. When listening to material restricted mainly to vocabulary and structures studied in class, their comprehension appears to be on a near native-like level. There is an increased comprehension of in-depth material about special interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students work toward building a larger reading, speaking and listening vocabulary through use of materials representative of the French-speaking culture.
# Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 6 Weeks   | La famille et la communaute | Topic 1: Age and Class  
Topic 2: Childhood and Adolescence  
Topic 3: Citizenship  
Topic 4: Customs and Ceremonies  
Topic 5: Family Structures  
Topic 6: Friendship and Love |
| 6 Weeks   | La vie contemporaine        | Topic 1: Advertising and Marketing  
Topic 2: Education  
Topic 3: Holidays and Celebrations  
Topic 4: Housing and Shelter  
Topic 5: Leisure and Sports  
Topic 6: Professions  
Topic 7: Rites and Passage  
Topic 8: Travel |
| 6 Weeks   | La Quete de Soi             | Topic 1: Alienation and Assimilation  
Topic 2: Beliefs and Values  
Topic 3: Gender and Sexuality  
Topic 4: Language and Identity  
Topic 5: Multiculturalism  
Topic 6: Nationalism and Patriotism |
Unit 1: La famille et la communauté

Subject: French IV
Grade: 10-12
Name of Unit: La famille et la communauté
Length of Unit: 6 weeks

Overview of Unit: Students will study various topics related to family and community life including what constitutes “family” in various cultures, relationships, class and social influences, customs, etc.

Priority Standards for unit:
● Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  ○ Demonstrate competencies previously introduced.
  ○ Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  ○ Discuss aspects of a field of study and/or employment opportunities.
● Students understand and interpret written and spoken language on a variety of topics.
  ○ Demonstrate competencies previously introduced.
  ○ Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
● Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  ○ Demonstrate competencies previously introduced.
  ○ Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
● Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  ○ Demonstrate competencies previously introduced.
  ○ Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
● Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  ○ Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
  ○ Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting Standards for unit:
● Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  ○ Demonstrate competencies previously introduced.
● 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.
  ○ Create original works as a means of personal or group expression.
  ○ Use models and simulations to explore complex systems and issues.
  ○ Identify trends and forecast possibilities.
• Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Process data and report results.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
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<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>
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<td>Evaluate</td>
<td>3</td>
</tr>
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<td>Support</td>
<td>Evaluate</td>
<td>3</td>
</tr>
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<td>aspects of a field of study and/or employment opportunities.</td>
<td>Discuss</td>
<td>Analyze</td>
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<tr>
<td>a written summary of the plot and characters in</td>
<td>Prepare</td>
<td>Create</td>
<td>2</td>
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<tr>
<td>Activity</td>
<td>Category</td>
<td>Level</td>
<td>Credit</td>
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<td>Distinguish</td>
<td>Understand</td>
<td>3</td>
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<tr>
<td>information from target language sources to communicate in oral and written formats with target-language speakers.</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>information from a variety of sources written in the target language about topics being studied in other school subjects.</td>
<td>Acquire</td>
<td>Understand</td>
<td>1</td>
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<tr>
<td>information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
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</table>
**Essential Questions:**
1. What constitutes a family in different societies?
2. How do individuals contribute to the well-being of communities?
3. How do the roles of families and communities assume differ in societies around the world?

**Enduring Understanding/Big Ideas:**
1. The culture and values of the society lived in determines what constitutes a family.
2. Individuals contribute to well-being of communities through education, volunteerism, participation in community activities, etc.…
3. The roles of families and communities are determined by the culture and values.

**Unit Vocabulary:**

<table>
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<tr>
<th>Academic Cross-Curricular Words</th>
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<td>Vocabulary relating to…</td>
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<td>● age and social class</td>
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<td>● childhood adolescence</td>
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<td>● citizenship</td>
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<td>● customs and ceremonies</td>
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<td>● family structures</td>
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<tr>
<td>● friendships and love</td>
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<tr>
<td>● Various grammar points will be reviewed</td>
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</table>

**Resources for Vocabulary Development:** Authentic texts, online resources, videos, cultural readings and texts, etc.…
Engaging Experience 1
Title: Interview
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.

Supporting:

Detailed Description/Instructions: Students will interview an older person (could be family, teacher, principal, etc....) to explore attitudes, concerns, priorities and compare with their own. Interview will be in English, but students will present results to class and engage in conversation about the findings in the target language.

Bloom’s Levels: Remember, Exchange, Analyze
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Childhood in a Francophone Country
Suggested Length of Time: 2 Days

Standards Addressed

**Priority:**
- Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
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  - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
  - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

**Supporting:**
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Process data and report results.

**Detailed Description/Instructions:** Students will research a Francophone country or community and write a memoir of their childhood, growing up in that area.

**Bloom’s Levels:** Understand, Create, Apply

**Webb’s DOK:** 2, 3

**Rubric:** To be created
Engaging Experience 1
Title: Public Service Announcement
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
- 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.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
**Detailed Description/Instructions:** Students will choose an issue of global citizenship to create a Public Service Announcement. This can be a local, national or international issue. Presentation could be in Power Point, Prezi, Photo Story, etc. and present facts on the issue and how it affects our citizenship. Students will discuss and give opinions on each issue after the presentation.

**Bloom’s Levels:** Evaluate, Create

**Webb’s DOK:** 3

**Rubric:** To be created
Engaging Experience 1
Title: Marriage in France
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.

Detailed Description/Instructions: Students will discuss the ceremony of marriage in the US and in France and create a Venn diagram to demonstrate the similarities and differences between the two.

Bloom’s Levels: Remember, Evaluate
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Divorce Rates
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

Detailed Description/Instructions: Students will research divorce rates in various Francophone cultures and compare with the US. They will then hypothesize reasons why divorce rates are what they are in those locations. They will discuss these theories with a partner.

Bloom’s Levels: Remember, Evaluate

Webb’s DOK: 1, 3

Rubric: To be created
Engaging Experience 1
Title: Partner Qualities
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
- Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.

Supporting:

Detailed Description/Instructions: Students will create a list of qualities that they believe are necessary in an ideal mate and compare and contrast their list with those of their classmates.

Bloom’s Levels: Remember, Evaluate, Understand
Webb’s DOK: 1, 3
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.)

Students will write a point of view essay, describing how they think individuals contribute to the well-being of the community they live in. They will need to address the topics of citizenship, age and class and relationships.

**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>Interview</td>
<td>Students will interview an older person (could be family, teacher, principal, etc…) to explore attitudes, concerns, priorities and compare with their own. Interview will be in English, but students will present results to class and engage in conversation about the findings in the target language.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>2</td>
<td>Childhood in a Francophone Country</td>
<td>Students will research a Francophone country or community and write a memoir of their childhood, growing up in that area.</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Public Service Announcement</td>
<td>Students will choose an issue of global citizenship to create a Public Service Announcement about. This can be a local, national or international issue. Presentation could be in Power Point, Prezi, Photo Story, etc…. and present facts on the issue and how it affects our citizenship. Students will discuss and give opinions on each issue after the presentation.</td>
<td>2 Days</td>
</tr>
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<td>4</td>
<td>Marriage in France</td>
<td>Students will discuss the ceremony of marriage in the US and in France and create a Venn diagram to demonstrate the similarities and differences between the two.</td>
<td>1 Day</td>
</tr>
<tr>
<td>5</td>
<td>Divorce Rates</td>
<td>Students will research divorce rates in various Francophone cultures and compare with the US. They will then hypothesize reasons why divorce rates are what they are in those locations. They will discuss these theories with a partner.</td>
<td>1 Day</td>
</tr>
<tr>
<td>6</td>
<td>Partner Qualities</td>
<td>Students will create a list of qualities that they believe are necessary in an ideal mate and compare and contrast their list with those of their classmates.</td>
<td>1 Day</td>
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</table>
Unit 2: La vie contemporaine

Subject: French IV  
Grade: 10-12  
Name of Unit: La famille et la communauté  
Length of Unit: 6 Weeks

Overview of Unit: Students will explore various aspects of contemporary life such as education, housing, leisure time, professional life, travel, etc.

Priority Standards for unit:

● Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  ○ Demonstrate competencies previously introduced.
  ○ Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  ○ Discuss aspects of a field of study and/or employment opportunities.
● Students understand and interpret written and spoken language on a variety of topics.
  ○ Demonstrate competencies previously introduced.
  ○ Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
● Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  ○ Demonstrate competencies previously introduced.
  ○ Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
● Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  ○ Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
● Students reinforce and further their knowledge of other disciplines through the world language.
  ○ Demonstrate competencies previously introduced.
  ○ Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
  ○ Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

Supporting Standards for unit:

● Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  ○ Demonstrate competencies previously introduced.
  ○ Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
● Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  ○ Demonstrate competencies previously introduced.
Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.

- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Access or acquire cultural information through community sources.

- Students use the target language within and beyond the school setting.
  - Write a newsletter (class, school, etc.) for peers in country or target language.

- 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.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.
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**Essential Questions:**
1. How do societies and individuals define the quality of life?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

**Enduring Understanding/Big Ideas:**
1. Societies and individuals define the quality of life through different cultural aspects, education, career readiness, socio-economic status, and though the comparisons of other culture.
2. Contemporary life is influenced by many factors relating to the press, different media, movies, television, people in the media, etc.
3. Challenges of contemporary life is due to the ever-changing modern world in areas of media, education, professional arena, family, etc.

**Unit Vocabulary:**

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<td></td>
<td>● Rites of Passage</td>
</tr>
<tr>
<td></td>
<td>● Travel</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Authentic texts, online resources, videos, cultural readings and texts, etc....
Engaging Experience 1
Title: Publicity
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.

Supporting:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
- 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.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instruction: Students will design an advertisement and/or commercial for a product found in a francophone country, focusing on persuasive language to convince people to buy the product! Commercials or advertisements will be presented and class will have discussion on which products they would purchase.

Bloom’s Levels: Remember, Understand
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: College and Career Readiness
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.
- Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
  - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will compare and contrast the educational systems in France and the US. They will focus on the issue of College placement exams, coursework required for entrance, and rigor of classes throughout an adolescent’s life. Rate of people who attend and drop out of secondary education can also be discussed. Students will demonstrate these similarities and differences in a Venn diagram and share them in class.

Bloom’s Levels: Understand, Remember, Evaluate, Analyze
Webb’s DOK: 1, 3
Rubric: To be created
Topic 3: Holidays and Celebrations

Engaging Experience 1
Title: A new holiday!
Suggested Length of Time: 2 Days

Standards Addressed
Priority:

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting:

- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Access or acquire cultural information through community sources.
- 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.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

Detailed Description/Instruction: Students will be given the chance to create a new holiday for the calendar year. Create an oral presentation with visuals to teach the class about this new holiday: why is it being celebrated (is it commemorating something, significance of date, etc…) how is it celebrated, who and where it would be celebrated.

Bloom’s Levels: Remember, Create
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Experience 1
Title: If I were Mayor...
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.

Supporting:
- Students use the target language within and beyond the school setting.
  - Write a newsletter (class, school, etc.) for peers in country or target language
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: Students will write a blog post entitled “If I were Mayor” in the target language. Students will address ideas on what would improve the life of the citizens. What would be changed? What housing problems exist and what could help the problem? The blog will be read by others and each classmate will respond. (Can be done through written or spoken language.)

Bloom’s Levels: Remember, Evaluate, Analyze
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Pass times
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
- Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.

Supporting:
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: Students will interview other students in class about leisure and sport activities. Students will write the questions and then present their findings in a graph or infograph in the target language. Findings will be discussed in the class setting and benefits from these activities will then be hypothesized.

Bloom’s Levels: Remember, Evaluate
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Future Profession
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.

Supporting:
Detailed Description/Instructions: Students will interview each other about what professions they would like to do later in life and why. They will then discuss what goals need to be met to reach that profession. This will be a conversation between two or three students.

Bloom’s Levels: Remember, Evaluate, Analyze
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: Adolescents
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.

Supporting:
Detailed Description/Instructions: Students will read a cultural passage (ex. Le fils d’Agatha Moudio by Francis Babey) and discuss the rites and passage of that culture. Comprehension questions will be answered after reading the passage and discussed in class.
Bloom’s Levels: Remember, Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 1
Title: Francophone countries
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will pick an unfamiliar Francophone country to travel to and will discuss the various activities they could do in this location. Climate, transportation and lodging will also discuss. Students can present this vacation through a PowerPoint, photo story, or presentation.

Bloom’s Levels: Remember, Evaluate, Analyze
Webb’s DOK: 1, 3
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.)

As an exchange student in France, you have been asked by your classmates to describe modern-day America as an adolescent. Discuss several aspects to describe, from education, family life, housing, rites of passage, and/or media influence. Feel free to compare with what you have learned while living in France.

**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>Publicity</td>
<td>Students will design an advertisement and/or commercial for a product found in a francophone country, focusing on persuasive language to convince people to buy the product! Commercials or advertisements will be presented and class will have discussion on which products they would purchase.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>2</td>
<td>College and Career Readiness</td>
<td>Students will compare and contrast the educational systems in France and the US. They will focus on the issue of College placement exams, coursework required for entrance, and rigor of classes throughout an adolescent’s life. Rate of people who attend and drop out of secondary education can also be discussed. Students will demonstrate these similarities and differences in a Venn diagram and share them in class.</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>A new holiday!</td>
<td>Students will be given the chance to create a new holiday for the calendar year. Create an oral presentation with visuals to teach the class about this new holiday: why is it being celebrated (is it commemorating something, significance of date, etc…) how is it celebrated, who and where it would be celebrated.</td>
<td>2 Days</td>
</tr>
<tr>
<td>4</td>
<td>If I were Mayor…</td>
<td>Students will write a blog post entitled “If I were Mayor” in the target language. Students will address ideas on what would improve the life of the citizens. What would be changed? What housing problems exist and what could help the problem? The blog will be read by others and each classmate will respond. (Can be done through written or spoken language.)</td>
<td>1 Day</td>
</tr>
<tr>
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<tr>
<td><strong>5</strong></td>
<td><strong>Pass times</strong></td>
<td>Students will interview other students in class about leisure and sport activities. Students will write the questions and then present their findings in a graph or infograph in the target language. Findings will be discussed in the class setting and benefits from these activities will then be hypothesized.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>Future Profession</strong></td>
<td>Students will interview each other about what professions they would like to do later in life and why. They will then discuss what goals need to be met to reach that profession. This will be a conversation between two or three students.</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Adolescents</strong></td>
<td>Students will read a cultural passage (ex. <em>Le fils d’Agatha Moudio</em> by Francis Babey) and discuss the rites and passage of that culture. Comprehension questions will be answered after reading the passage and discussed in class.</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Francophone countries</strong></td>
<td>Students will pick an unfamiliar Francophone country to travel to and will discuss the various activities they could do in this location. Climate, transportation and lodging will also discuss. Students can present this vacation through a PowerPoint, photo story, or presentation.</td>
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</tbody>
</table>

Board Approved January 14, 2016
Unit 3: La Quête de Soi

Subject: French IV
Grade: 10-12
Name of Unit: L’Esthétique
Length of Unit: 5 Weeks

Overview of Unit: Students will explore various influences and social issues that shape our personal identities including beliefs and values, gender and sexuality, alienation and assimilation, etc.

Priority Standards for unit:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  - Discuss aspects of a field of study and/or employment opportunities.
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
  - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting Standards for unit:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Access or acquire cultural information through community sources.
  - Read, listen, or watch authentic materials or media for personal enjoyment.
- Students use the target language within and beyond the school setting.
  - Demonstrate competencies previously introduced.
- Present information about the target language and culture to others.
- Write a newsletter (class, school, etc.) for peers in country or target language.

- Students demonstrate understanding of the practices and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Interact with culturally appropriate patterns of behavior in familiar situations.
  - Describe the historical significance of activities and celebrations in the culture studied.
  - Investigate and explain how previous cultures influenced the modern culture studied.

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
<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>competencies previously introduced</td>
<td>Demonstrate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.</td>
<td>Exchange</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.</td>
<td>Support</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>aspects of a field of study and/or employment opportunities.</td>
<td>Discuss</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>competencies previously introduced</td>
<td>Demonstrate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.</td>
<td>Apply</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</td>
<td>Interpret</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>a written summary of the plot and characters in</td>
<td>Prepare</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>selected pieces of literature (fiction or nonfiction) written in the target language.</td>
<td>Prepare</td>
<td>Create</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one’s identity develop over time?

Enduring Understanding/Big Ideas:
1. Identity is the view one has of himself/herself. This view of self will affect how one reacts to various situations.
2. Language incorporates not only grammatical and vocabulary aspects but reflects the communities that use it. This community identity shapes personal identity.
3. As one ages, viewpoints evolve based on personal and global experiences. This causes changes in a person’s view of himself/herself.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary related to:</td>
<td></td>
</tr>
<tr>
<td>● Alienation and Assimilation</td>
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<tr>
<td>● Beliefs and Values</td>
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<tr>
<td>● Gender and Sexuality</td>
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<tr>
<td>● Language and Identity</td>
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<tr>
<td>● Multiculturalism</td>
<td></td>
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<tr>
<td>● Nationalism and Patriotism</td>
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</tr>
</tbody>
</table>

Resources for Vocabulary Development: Authentic texts, online resources, videos, cultural readings and texts, etc.
Engaging Experience 1
Title: Peurs
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will watch and discuss the music video “Peurs” by Jean-Jacques Goldman, Carol Fredericks and Michael Jones. This video explores the fear of being different in a group of people who are culturally and racially similar, as well as the suspicion of the group toward the person who is different. Students will then reflect on and write about a situation where they or someone they know has experienced a feeling of alienation.

Bloom’s Levels: Understand, Create
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Experience 1
Title: Priorities
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will rank the following topics in order of importance according to their own personal beliefs and values: God/religion, family, health, love, friendship, economic status. We will tally class results and hold a discussion hypothesizing about what influences our own personal beliefs and values.

Bloom’s Levels: Create
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Gender and Sexuality in Advertising
Suggested Length of Time: 7 Days
Standards Addressed
  Priority:
  - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
    - Demonstrate competencies previously introduced.
    - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
  Supporting:
  - Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
    - Demonstrate competencies previously introduced.
    - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will watch TV, read magazines, etc. for one week and keep a log of every time they encounter advertising that supports or counters traditional gender roles and stereotypes. The class will also examine together old advertisements for comparison. Students will then discuss how advertising and the media in general is constrained by and responsible for maintaining social/cultural norms.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3, 4
Rubric: To be created
Engaging Experience 1
Title: Argot
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
  - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will brainstorm the different levels of English (i.e. slang, ways of speaking to friends vs. adults, etc.) they use in speaking and writing, and when and where these levels are appropriate. They will write in their journals about a time when someone made an assumption about them based on their use of language, and share their writing with the class.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3, 4
Rubric: To be created
Engaging Experience 1
Title: Multiculturalism in our classroom
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will interview their own family members, including in-laws, to gain a better understanding of their own family ethnicity and history. Students will then report their findings back to the class.

Bloom’s Levels: Remember, Evaluate
Webb’s DOK: 1, 3
Rubric: To be created
Engaging Experience 1
Title: La Marseillaise
Suggested Length of Time: 1 Day

Standards Addressed
Priority:
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: You are the President of France and you are responding to a group of people who think the French national anthem, the Marseillaise, is no longer relevant in today’s society. Research the historical background of the song as well as the lyrics and references made in the song and formulate your response in a written letter addressed to the French people.
Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3, 4
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.)

Your class is in charge of creating a collage out of pictures, drawings, 3-dimensional items, poems, sentences, etc. that represent the many cultures represented in our high school for the school’s main bulletin board. Students will use information gathered through interviews and surveys given to ESL students and other classmates.

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>Peurs</td>
<td>Students will watch and discuss the music video “Peurs” by Jean-Jacques Goldman, Carol Fredericks and Michael Jones. This video explores the fear of being different in a group of people who are culturally and racially similar, as well as the suspicion of the group toward the person who is different. Students will then reflect on and write about a situation where they or someone they know has experienced a feeling of alienation.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Priorities</td>
<td>Students will rank the following topics in order of importance according to their own personal beliefs and values: God/religion, family, health, love, friendship, economic status. We will tally class results and hold a discussion hypothesizing about what influences our own personal beliefs and values.</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Gender and Sexuality in Advertising</td>
<td>Students will watch TV, read magazines, etc. for one week and keep a log of every time they encounter advertising that supports or counters traditional gender roles and stereotypes. The class will also examine together old advertisements for comparison. Students will then discuss how advertising and the media in general is constrained by and responsible for maintaining social/cultural norms.</td>
<td>7 Days</td>
</tr>
<tr>
<td>4</td>
<td>Argot</td>
<td>Students will brainstorm the different levels of English (i.e. slang, ways of speaking to friends vs. adults, etc.) they use in speaking and writing, and when and where these levels are appropriate. They write in their journals about a time when someone made an assumption about them based on their use of language, and share their writing with the class.</td>
<td>2 Days</td>
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<td>5</td>
<td>Multiculturalism in our classroom</td>
<td>Students will interview their own family members, including in-laws, to gain a better understanding of their own family ethnicity and history. Students will then report their findings back to the class.</td>
<td>3 Days</td>
</tr>
<tr>
<td>6</td>
<td>La Marseillaise</td>
<td>You are the President of France and you are responding to a group of people who think the French national anthem, the Marseillaise, is no longer relevant in today’s society. Research the historical background of the song as well as the lyrics and references made in the song and formulate your response in a written letter addressed to the French people.</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.