



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School French III Curriculum

**Course Description:** Students continue to develop their proficiency in speaking, listening, writing and reading by interacting with other speakers of French. Students will understand oral and written messages in the target language and will make level appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 Weeks	Les vacances	Topic 1: Transportation Topic 2: Travel Destinations Topic 3: Activities Topic 4: Lodging
3.5 Weeks	L'avenir	Topic 1: Grammar Topic 2: Professions Topic 3: Career and College
3 Weeks	Les contes	Topic 1: Grammar Topic 2: Fairy Tales Topic 3: Fables Topic 4: Legends
3 Weeks	La nature	Topic 1: Animals Topic 2: Climate and Geography Topic 3: Environment
4.5 Weeks	L'histoire	Topic 1: Pre-History - 1453 Topic 2: 1453 - 1715 Topic 3: 1715 - Revolution

## Unit 1: Les vacances

**Subject:** French III

**Grade:** 10-12

**Name of Unit:** Les vacances

**Length of Unit:** 4 Weeks

**Overview of Unit:** Students will learn appropriate vocabulary surrounding vacations in order to plan, travel throughout various locations and talk about their past experiences. They will explore regions and cities in France that they would like to travel to.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.

### **Supporting Standards for unit:**

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.
- FL.K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - 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.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

- ISTE 5 - Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 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.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Troubleshoot systems and applications.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Remember	1

### **Essential Questions:**

1. How does one make travel arrangements in the target language?
2. How does one describe in the target language about past vacations?
3. Why do different activities fit better in different regions within French?

### **Enduring Understanding/Big Ideas:**

1. Students will use proper vocabulary to arrange transportation and lodging as well as explain the reasoning for picking their arrangements.
2. Students will use the proper tenses (i.e. past, imperfect) when describing their past experiences.
3. Students will identify the different geographical regions of France.

### **Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"> <li>● Geographical locations (i.e. beach, mountains...)</li> <li>● Lodging</li> <li>● Points on a compass (North, South...)</li> <li>● Transportation</li> <li>● Travel Destinations</li> <li>● Vacation Activities</li> </ul>

### **Resources for Vocabulary Development:** Quality Tools

## Topic 1: Transportation

### **Engaging Experience 1**

**Title:** Modes de transportation

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Supporting: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Plan real or imaginary travel.

#### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Plan real or imaginary travel.

**Detailed Description/Instructions:** Students will describe how they arrived from point A to point B after having to change their mode of transportation three times.

**Bloom's Levels:** Remember, Apply

**Webb's DOK:** 1, 3

## Topic 2: Travel Destinations

### **Engaging Experience 1**

**Title:** Voyager en France

**Suggested Length of Time:** 2 Days

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.3 (Level 3) 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 acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- FL.K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.

#### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Plan real or imaginary travel.
- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - 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.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**Detailed Description/Instructions:** Students will research a particular region in France using authentic sources to create a brochure advertising a vacation destination of that particular region. Your brochure should grab the attention of readers, tell them what activities they can do and what sights to visit, and provide them with a checklist of things that they need for their trip.

**Bloom's Levels:** Create

**Webb's DOK:** 3

## Topic 3: Activities

### **Engaging Experience 1**

**Title:** Mes vacances

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.

##### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
- ISTE 5 - Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 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.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Troubleshoot systems and applications.

**Detailed Description/Instructions:** Students will write an email to a friend describing the activities they did during summer vacation utilizing the passé composé and the imparfait.

**Bloom's Levels:** Apply, Create

**Webb's DOK:** 3

## Topic 4: Lodging

### **Engaging Experience 1**

**Title:** Une chambre, s'il vous plait

**Suggested Length of Time:** 1-2 Days

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems

#### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Plan real or imaginary travel.
- FL.K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.

**Detailed Description/Instructions:** Students will role play a telephone conversation where they are booking a room in a hotel. The teacher can present concerns or problems within the role playing, such as they do not have a double bedroom or negotiating to a reasonable price.

**Bloom's Levels:** Apply

**Webb's DOK:** 3



## Engaging Scenario

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

You are going on a month-long vacation in France. Using a budget of \$2,000, create a daily and weekly itinerary where you plan out what regions you will visit, activities you will engage in, lodging and how you will travel from place to place. You should visit a minimum of three regions, reserve lodging at three different types of places (i.e. hostel, hotel, bed and breakfast), and define activities that will keep you busy from 8AM-7PM.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Transportation	Modes de transportation	Students will describe how they arrived from point A to point B after having to change their mode of transportation three times.	1 Day
Travel Destinations	Voyager en France	Students will research a particular region in France using authentic sources to create a brochure advertising a vacation destination of that particular region. Your brochure should grab the attention of readers, tell them what activities they can do and what sights to visit, and provide them with a checklist of things that they need for their trip.	2 Days
Activities	Mes vacances	Students will write an email to a friend describing the activities they did during summer vacation utilizing the passé composé and the imparfait.	1 Day
Lodging	Une chambre, s'il vous plait	Students will role play a telephone conversation where they are booking a room in a hotel. The teacher can present concerns or problems within the role playing, such as they do not have a double bedroom or negotiating to a reasonable price.	1-2 Days

## Unit 2: L'avenir

**Subject:** French III

**Grade:** 10-12

**Name of Unit:** L'avenir

**Length of Unit:** 3.5 Weeks

**Overview of Unit:** Students will look out how to express future plans, including college/career plans and professions they would like to explore. They will also learn vocabulary to help them apply for internships and schedule and have interviews with potential employers.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
- FL.K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.

### **Supporting Standards for unit:**

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Explore careers and businesses where skills in another language or cultural understanding are needed.
- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.
- FL.K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Observe and imitate appropriate patterns of social behavior in the culture studied.

- ISTE 5 - Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 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.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Troubleshoot systems and applications.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Remember	1
expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
variety of sources intended for same age speakers of the target language	Use	Apply	3
these sources to information obtained on the same topics written in English	Compare	Understand	2
information and viewpoints available through target language media	Obtain	Understand	2
with information and viewpoints written in the United States for English-speaking audiences	Compare	Analyze	4

**Essential Questions:**

1. How does one talk about the future in the target language?
2. How do student choices, such as careers and education, in France differ from students in the United States?

**Enduring Understanding/Big Ideas:**

1. Students will use the proper future tenses (i.e., future, conditional) in speaking and writing. Students will be able to explain how they change the verb into the future tense.
2. Students will identify the differences between educational systems and employment practices.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Class/course requirements</li><li>● Grammar Terms</li><li>● Levels of Education in France</li><li>● Majors (areas of study)</li><li>● Professions</li></ul>

**Resources for Vocabulary Development:** Quality Tools, Online resources, authentic stories from the Target Language, YouTube videos with animated stories, CDs, etc....

## Topic 1: Grammar

### **Engaging Experience 1**

**Title:** Le Conditional

**Suggested Length of Time:** 1-2 Days

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.

*Supporting:*

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Present information orally or in writing on topics being studied in other classes.
- FL.K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Observe and imitate appropriate patterns of social behavior in the culture studied.

**Detailed Description/Instructions:** The teacher will present a situation where students imagine that they work for a job placement center. Students will prepare a questionnaire that asks their partner about their career goals and the type of company they would like to work for, where it would be located, etc. Questions will be formed in the conditional tense and students will exchange and obtain information from each other, using the formation of the conditional tense.

**Bloom's Levels:** Use

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Le Futur

**Suggested Length of Time:** 1-2 Days

**Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.

*Supporting:*

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.

- Present information orally or in writing on topics being studied in other classes.
- Elaborate on their study of other classes by studying similar topics in target language.
- FL.K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Observe and imitate appropriate patterns of social behavior in the culture studied.
- ISTE 5 - Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 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.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Troubleshoot systems and applications.

**Detailed Description/Instructions:** Students will be given a written prompt to write an email to a college recruiter to help finalize future plans. The students will write in email format and use the future tense throughout the email. *Writing Prompt:* “What do you think you will want to do after high school? Write about your plans or ideas for the future. Include any future studies and career plans”

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

## Topic 2: Professions

### **Engaging Experience 1**

**Title:** Cover letter

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.

##### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Explore careers and businesses where skills in another language or cultural understanding are needed.
- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Present information orally or in writing on topics being studied in other classes.
  - Elaborate on their study of other classes by studying similar topics in target language.

**Detailed Description/Instructions:** Students will write a cover letter to apply to a profession that they would like to obtain in the future. The cover letter should include an introduction of oneself, why the student has interest, qualifications for the job, and a past history and why the student would be a good fit for the position. The student will use the future and conditional tenses throughout the cover letter as well as any other tenses needed.

**Bloom's Levels:** Apply

**Webb's DOK:** 3



## Topic 3: Career and College

### **Engaging Experience 1**

**Title:** Education in France

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
- FL.K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.

**Detailed Description/Instructions:** The students will read an authentic piece of information on Secondary Education in France. Students will then discuss the similarities and differences between Education in France and the US in groups or partners and produce a Venn diagram demonstrating these comparisons.

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

**Webb's DOK:** 2, 3

## 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 create a 10-year plan in life, detailing what they would like or will plan to do in the next 10 years. They will set long term Educational and Professional goals (e.g. I will graduate from college, I will do an internship in Paris...) as well as decide if where they would like to live and what they would like to be as a profession. Students can also include if they will be married, have kids, etc. This will be a written presentation.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Grammar	Le Conditional	Teacher will present a situation where students imagine that they work for a job placement center. Students will prepare a questionnaire that asks their partner about their career goals and the type of company they would like to work for, where it would be located, etc....Questions will be formed in the conditional tense and students will exchange and obtain information from each other, using the formation of the conditional tense.	1-2 Days
Grammar	Le Futur	Students will be given a written prompt to write an email to a college recruiter to help finalize future plans. The students will write in email format and use the future tense throughout the email. <i>Writing Prompt:</i> "What do you think you will want to do after high school? Write about your plans or ideas for the future. Include any future studies and career plans"	1-2 Days
Professions	Cover letter	Students will write a cover letter to apply to a profession that they would like to obtain in the future. The cover letter should include an introduction of oneself, why the student has interest, qualifications for the job, and a past history and why the student would be a good fit for the position. The student will use the future and conditional tenses throughout the cover letter as well as any other tenses needed.	1 Day
Career and College	Education in France	The students will read an authentic piece of information on Secondary Education in France. Students will then discuss the similarities and differences between Education in France and the US in groups or partners and produce a Venn diagram demonstrating these comparisons.	2-3 Days

## Unit 3: Les contes

**Subject:** French III

**Grade:** 10-12

**Name of Unit:** Les contes

**Length of Unit:** 3 Weeks

**Overview of Unit:** Students will explore authentic literary texts from the Francophone world. These can include fairy tales, fables, legends, and stories. Students will compare the literary tense of le passe simple to the passe compose.

### **Priority Standards for unit:**

- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
- FL.K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.
- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.
- FL.K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
  - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

### **Supporting Standards for unit:**

- FL.K-12.4.2 (Level 3) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.

- Analyze the relationship between cultural perspectives and products from the target culture and their own.
- Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Remember	1
a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	Prepare	Create	3
contributions of important historical and/or contemporary figures in the culture studied.	Identify	Remember	1
historical and contemporary influences that the culture studied has had on their own culture.	Identify	Remember	1
an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.	Demonstrate	Apply	2
similarities and differences between the sound and writing system of target and native language, including time and tense.	Report	Understand	1

**Essential Questions:**

1. How does culture influence how stories are presented and perceived?
2. How has language changed over the course of time (i.e. literary tenses versus spoken tenses)?
3. How does the language continue to evolve?

**Enduring Understanding/Big Ideas:**

1. Students will hypothesize as to why happy endings to stories and fairy tales are the exception in France, bringing cultural and historical differences.
2. Students will identify the differences between the literary and spoken tenses.
3. Students will describe the integration of the English vocabulary into the French language and explore how the English language is changing.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Imparfait</li><li>● Passe Compose</li><li>● Passe Simple</li><li>● Vocabulary related stories, tales, legends (Character words, once upon a time...)</li><li>● Words to progress a story (First, then, afterward...)</li></ul>

**Resources for Vocabulary Development:** Quality Tools, Online resources, authentic stories from the Target Language, YouTube videos with animated stories, CDs, etc....

## Topic 1: Grammar

### **Engaging Experience 1**

**Title:** Le Passe Simple

**Suggested Length of Time:** 2 Days

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
  - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

##### *Supporting:*

- FL.K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.

**Detailed Description/Instructions:** Students will read a familiar fairy tale/story/fable in the target language and explain the different past tenses that they encounter. As they read, they will highlight or circle the verbs that are written in the passe simple in order to compare the other past tenses (passe simple, passe compose, and imparfait). Students will then compare the passe simple and passe compose and explain when and why each is used. Students will also report how it is used in English.

**Bloom's Levels:** Understand, Analyze

**Webb's DOK:** 2

## Topic 2: Fairy Tales

### **Engaging Experience 1**

**Title:** French vs. American Fairy Tales

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.
- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

##### *Supporting:*

- FL.K-12.4.2 (Level 3) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Analyze the relationship between cultural perspectives and products from the target culture and their own.
  - Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.

**Detailed Description/Instructions:** Students will read an authentic French fairy tale (one with an American counterpart) and discuss and analyze the differences between the American version and the original version. Several would include Little Red Riding Hood, Hansel and Gretel HunchBack of Notre Dame. Students will discuss in groups the differences and present their findings to the class. (Each group could have a different story.)

**Bloom's Levels:** Understand, Analyze

**Webb's DOK:** 2, 3



## **Engaging Experience 2**

**Title:** Fairy Tale Skit

**Suggested Length of Time:** 2-3 days

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.3 (Level 3) 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:*

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.

**Detailed Description/Instructions:** Students will summarize a fairy tale in French by acting out the tale in class or taping a video. Students will take the original fairy tale in the passe simple and convert to the passe compose for presentation. Students will need to use learned vocab for “once upon a time, in a place far away, and other literary expressions in their summaries.

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

## Topic 3: Fables

### **Engaging Experience 1**

**Title:** French Fables

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.

##### *Supporting:*

- FL.K-12.4.2 (Level 3) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Analyze the relationship between cultural perspectives and products from the target culture and their own.

**Detailed Description/Instructions:** Students will read a fable in French and decide on the moral of the fable. They will then discuss in groups how the moral can be applied to their present day lives. They will give examples on how the moral is seen in modern day stories, films, etc.

**Bloom's Levels:** Understand, Apply, Analyze

**Webb's DOK:** 2

## Topic 4: Legends

### **Engaging Experience 1**

**Title:** Francophone Legends

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

*Priority:*

- FL.K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.
- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

**Detailed Description/Instructions:** In groups, students will research and find an authentic legend from a Francophone African country and read. Students will summarize in a presentation to the class the main points (beginning, middle, and end) of the legend. They will also provide any historical background of the legend and the area from which it comes from.

**Bloom's Levels:** Remember, Apply, Analyze

**Webb's DOK:** 1, 2, 3

## 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 read an authentic fable, legend, or fairy tale in the target language and respond, in French to a series of comprehension questions. The text will be written in the literary tense and the questions will be written in the passe compose. Students will provide complete answers, sighting examples and using the text as reference.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Grammar	Le Passe Simple	Students will read a familiar fairy tale/story/fable in the target language and explain the different past tenses that they encounter. As they read, they will highlight or circle the verbs that are written in the passe simple in order to compare the other past tenses (passe simple, passe compose, and imparfait). Students will then compare the passe simple and passe compose and explain when and why each is used. Students will also report how it is used in English.	2 Days
Fairy Tales	French vs. American Fairy Tales	Students will read an authentic French fairy tale (one with an American counterpart) and discuss and analyze the differences between the American version and the original version. Several would include Little Red Riding Hood, Hansel and Gretel HunchBack of Notre Dame. Students will discuss in groups the differences and present their findings to the class. (Each group could have a different story.)	2-3 Days
Fairy Tales	Fairy Tale Skit	Students will summarize a fairy tale in French by acting out the tale in class or taping a video. Students will take the original fairy tale in the passe simple and convert to the passe compose for presentation. Students will need to use learned vocab for “once upon a time, in a place far away, and other literary expressions in their summaries.	2-3 Days
Fables	French Fables	Students will read a fable in French and decide on the moral of the fable. They will then discuss in groups how the moral can be	1 Day

		<p>applied to their present day lives. They will give examples on how the moral is seen in modern day stories, films, etc.</p>	
Legends	Francophone Legends	<p>In groups, students will research and find an authentic legend from a Francophone African country and read. Students will summarize in a presentation to the class the main points (beginning, middle, and end) of the legend. They will also provide any historical background of the legend and the area from which it comes from.</p>	2-3 Days

## Unit 4: La nature

**Subject:** French III

**Grade:** 10-12

**Name of Unit:** La nature

**Length of Unit:** 3 Weeks

**Overview of Unit:** Students will learn how to talk about the global environment, issues with animals, climate, geography and natural disasters. Students will also learn how to talk about protecting their environment and the earth.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.

### **Supporting Standards for unit:**

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Remember	1
principal elements of nonfiction articles such as main idea and supporting details found in a variety of media	Identify	Remember	2

**Essential Questions:**

1. How will students protect the environment?
2. How and when is the subjunctive used?

**Enduring Understanding/Big Ideas:**

1. Students will incorporate their understanding of animals, climate, geography and the environment to describe in the target language methods of protecting the earth.
2. Students will understand what triggers the use of the subjunctive in French.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"> <li>• Animal Vocabulary</li> <li>• Climate (expansion on weather)</li> <li>• Environmental Protection Activities (recycle, reuse, etc....)</li> <li>• Geographical Terms</li> <li>• Natural Disaster Vocabulary</li> </ul>

**Resources for Vocabulary Development:** Quality Tools, Online resources, authentic stories from the Target Language, YouTube videos with animated stories, CDs, etc.



## Topic 1: Animals

### **Engaging Experience 1**

**Title:** Animal I.D.

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.

*Supporting:*

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.

**Detailed Description/Instructions:** Students are in pairs with one student facing the back of the room and the other facing the front. Front facing students will describe animals that appear on a projected screen giving a minimum of three clues such as appearance, habitat, and diet. Their partner will try to identify the animal from their description.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Topic 2: Climate & Geography

### **Engaging Experience 1**

**Title:** Natural Disasters in Francophone countries

**Suggested Length of Time:** 2 Days

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
- FL.K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.

##### *Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - 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:** In groups of 2 to 4, students will research different climates found in the francophone world and create a 3-5 minute presentation. The presentation should include information on natural disasters that have occurred. After each presentation, students in the audience will react to the information by expressing feelings, emotions, and opinions using expressions requiring the subjunctive.

**Bloom's Levels:** Remember, Understand

**Webb's DOK:** 1, 2

## Topic 3: Environment

### **Engaging Experience 1**

**Title:** Top ten

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.

**Detailed Description/Instructions:** In pairs, students will create a poster of the top 10 rules for protecting the environment using expressions requiring the subjunctive (i.e. obligation, necessity).

**Bloom's Levels:** Remember, Understand

**Webb's DOK:** 1, 2

## Engaging Scenario

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

Write a letter from the point of view of an animal to humans. Present your environment, including geography and climate and explain what needs to be done in order to protect that habitat. Use subjunctive throughout your letter.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Animals	Animal I.D.	Students are in pairs with one student facing the back of the room and the other facing the front. Front facing students will describe animals that appear on a power point screen giving a minimum of three clues such as appearance, habitat, and diet. Their partner will try to identify the animal from their description.	1 Day
Climate and Geography	Natural Disasters in Francophone countries	In groups of 2 to 4, students will research different climates found in the francophone world and create a 3-5 minute presentation. The presentation should include information on natural disasters that have occurred. After each presentation, students in the audience will react to the information by expressing feelings, emotions, and opinions using expressions requiring the subjunctive.	2 Days
Environment	Top Ten	In pairs, students will create a poster of the top 10 rules for protecting the environment using expressions requiring the subjunctive (i.e. obligation, necessity).	1 Day

## Unit 5: L’histoire

**Subject:** French III

**Grade:** 10-12

**Name of Unit:** L’histoire

**Length of Unit:** 4.5 Weeks

**Overview of Unit:** Students will explore and learn about the historical events, people, and influence of the pre-history through 1453 timeframe, the 1453 through 1715 timeframe, and the 1715 through the French Revolution.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems
- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

### **Supporting Standards for unit:**

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.
  - Elaborate on their study of other classes by studying similar topics in target language.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Remember	1
invitations appropriate to varied situations	Extend	Apply	3
invitations appropriate to varied situations	Accept	Apply	3
invitations appropriate to varied situations	Refuse	Apply	3
expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
solutions to issues and problems	Develop	Create	3
contributions of important historical and/or contemporary figures in the culture studied	Identify	Remember	1
historical and contemporary influences that the culture studied has had on their own culture	Identify	Remember	1

**Essential Questions:**

1. Why is the pre-history through 1453 timeframe important to France?
2. Why is the 1453 through 1715 timeframe important to France?
3. Why is the 1715 through the French Revolution important to France?

**Enduring Understanding/Big Ideas:**

1. Students will identify the important historical events and figures during this timeframe.
2. Students will identify the important historical events and figures during this timeframe.
3. Students will identify the important historical events and figures during this timeframe.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Vocabulary describing Historical figures, events, and products of each time period.</li></ul>

**Resources for Vocabulary Development:** Quality Tools, Online resources, authentic stories from the Target Language, YouTube videos with animated stories, CDs, etc.



## Topic 1: Pre-History - 1453

### **Engaging Experience 1**

**Title:** Cave painting

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

**Detailed Description/Instructions:** Based on information, images and videos presented on Lascaux and other prehistoric cave paintings, students will work together to replicate a cave painting.

**Bloom's Levels:** Identify, Demonstrate

**Webb's DOK:** 1, 2

### **Engaging Experience 2**

**Title:** Building a human cathedral

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

*Supporting:*

- FL.K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Present information orally or in writing on topics being studied in other classes.
  - Elaborate on their study of other classes by studying similar topics in target language.

**Detailed Description/Instructions:** Students will demonstrate kinesthetically the differences between Romanesque and Gothic architecture using their bodies. After the activity, students will discuss in the target language why medieval builders developed the elements of Gothic architecture.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 1, 2

## Topic 2: 1453-1715

### **Engaging Experience 1**

**Title:** Royal Family Tree

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems

**Detailed Description/Instructions:** Students will have a partner, and each have a partially complete family tree of the kings during this time period. Students will discuss in French the information in order to fill in what is missing from each version.

**Bloom's Levels:** Apply

**Webb's DOK:** 2, 3

### **Engaging Experience 2**

**Title:** Medieval Castles vs. Castles of the Renaissance

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems

**Detailed Description/Instructions:** In groups 2 to 4, students will create a 3D representation of a medieval castle vs. a Renaissance castle and will present their creations to the class in the target language.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: 1715-Revolution

### **Engaging Experience 1**

**Title:** Aux Armes Citoyens!

**Suggested Length of Time:** 3 Days

### **Standards Addressed**

*Priority:*

- FL.K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

**Detailed Description/Instructions:** Students will create a timeline in the target language depicting events in the French Revolution.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

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

In groups, students will select an event from French history and create a video portraying the event. Each video will be edited together to create a class video presentation entitled “L’Histoire de France: Préhistoire à la Révolution selon la classe de français 3”

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pre-History-1453	Cave painting	Based on information, images and videos presented on Lascaux and other prehistoric cave paintings, students will work together to replicate a cave painting.	1 Day
Pre-History-1453	Building a human cathedral	Students will demonstrate kinesthetically the differences between Romanesque and Gothic architecture using their bodies. After the activity, students will discuss in the target language why Medieval builders developed the elements of Gothic architecture.	1 Day
1453-1715	Royal Family Tree	Students will have a partner, and each have a partially complete family tree of the kings during this time period. Students will discuss in French the information in order to fill in what is missing from each version.	1 Day
1453-1715	Medieval Castles vs. Castles of the Renaissance	In groups 2 to 4, students will create a 3D representation of a medieval castle vs. a Renaissance castle and will present their creations to the class in the target language.	2 Days
1715-Revolution	Aux Armes Citoyens!	Students will create a timeline in the target language depicting events in the French Revolution.	3 Days

## 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.