



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School French II Curriculum

**Course Description:** Through thematic units, students will expand skills in speaking, listening, reading, writing and cultural awareness. They will develop a functional command of words and phrases dealing with immediate needs and common everyday situations of simple questions and statements about family, residence, self, weather, time and interests. They will be able to recognize and properly use past/present tense grammar structures. The content expansion includes the use of familiar words and phrases applicable with normal commands, frequent instructions, and courtesy interchanges.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 Weeks	La maison	Topic 1: Home (La maison)
3 Weeks	La vie quotidienne	Topic 1: Daily Routines Topic 2: Health and Fitness
4 Weeks	Mon enfance	Topic 1: Childhood and Traditions
4 Weeks	Le shopping	Topic 1: Clothing Topic 2: Around Town
3 Weeks	Les medias	Topic 1: TV and Film

## Unit 1: La maison

**Subject:** French II

**Grade:** 9-12

**Name of Unit:** La maison

**Length of Unit:** 3 Weeks

**Overview of Unit:** Students will learn the common terms surrounding the house and chores done within the house. Students will be able to describe homes and dwellings in the United States and compare to those in Francophone cultures.

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

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.1.2 (Level 2) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates, and context clues to assist understanding.

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

- FL.K-12.3.2 (Level 2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.

- Broaden understanding of contributions of target civilization to development of present-day information.
- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments 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.

<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	Apply	1
careers where skills in another language or cultural understanding are needed.	Identify	Remember	1
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	1
brief messages such as postcards, short letters, or emails on very familiar topics	Write	Apply	1

target language to acquire goods, services or information.	Use	Apply	1
information about personal events, memorable experiences and/or other topics.	Exchange	Apply	1
for repetition and repeat to ensure comprehension.	Ask	Apply	1
principal characters and main ideas in oral and written narratives in the target language.	Identity	Remember	1
comprehension strategies such as prediction, background knowledge, cognates, and context clues to assist understanding.	Use	Apply	1

**Essential Questions:**

1. How does the concept of home and housing compare in various francophone countries?
2. How does the concept of home and housing in various francophone countries compare to those of the United States?

**Enduring Understanding/Big Ideas:**

1. Students will explore how the environment and culture influence housing in francophone countries.
2. Students will explore the similarities and differences when comparing housing in the U.S. with housing in a francophone country.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>• Common household chore verbs</li> <li>• Descriptive words for a house</li> <li>• Il y a and avoir (review)</li> <li>• Names of Furniture and items in a house</li> <li>• Names of the rooms in a house or apartment</li> </ul>

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

## Topic 1: Home (La maison)

### **Engaging Experience 1**

**Title:** Ma Maison - Intrapersonal

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

**Detailed Description/Instructions:** Students will ask each other to describe their house/apartment and ask the question, “Qu’est-ce qu’il y a dans ta/ton...?” Students will work in pairs, switching partners every few minutes. As students become more familiar with the vocabulary, the teacher can consider adding in additional vocabulary to stretch the conversation.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 2**

**Title:** La Maison en France

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.

*Supporting:*

- FL.K-12.3.2 (Level 2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.

- Broaden understanding of contributions of target civilization to development of present-day information.
- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments 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.

**Detailed Description/Instructions:** Student will find a home for sale in France or another francophone country and in an email to the realtor in France, describe the home and why he or she wants to buy it. Students are encouraged to share these emails with peers for editing purposes and to expand the conversation. Students may reply back about components of the house the initial student may have missed.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

### **Engaging Experience 3**

**Title:** La maison - Interpretive listening

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

Priority:

- FL.K-12.1.2 (Level 2) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.

- Identify principal characters and main ideas in oral and written narratives in the target language.
- Use comprehension strategies such as prediction, background knowledge, cognates, and context clues to assist understanding.

**Detailed Description/Instructions:** Students will hear a description of a home and draw a floor plan of which rooms are where they were described. Students should add several items that can be found in those rooms and label them. The teacher can consider expanding this lesson by having students share with a partner to compare their drawings.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Engaging Scenario

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

Your dream has come true! You are moving to Paris for a summer study abroad and you must email your school coordinator on what your needs are for an apartment. You are looking for a furnished apartment. Describe to your coordinator what you would like as in bedrooms, bathrooms, kitchen, etc. You will also need to include what you would like furnished in the apartment. (Be as descriptive as you can on details! You have to live there for 4 months- you want to be happy!)

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Home	Ma Maison - Intrapersonal	Students will ask each other to describe their house/apartment and ask the question, “Qu’est-ce qu’il y a dans ta/ton...?” Students will work in pairs, switching partners every few minutes. As students become more familiar with the vocabulary, the teacher can consider adding in additional vocabulary to stretch the conversation.	45 Minutes
Home	La Maison en France	Student will find a home for sale in France or another francophone country and in an email to the realtor in France, describe the home and why he or she wants to buy it. Students are encouraged to share these emails with peers for editing purposes and to expand the conversation. Students may reply back about components of the house the initial student may have missed.	1 Day
Home	La maison - Interpretive listening	Students will hear a description of a home and draw a floor plan of which rooms are where they were described. Students should add several items that can be found in those rooms and label them. The teacher can consider expanding this lesson by having students share with a partner to compare their drawings.	45 Minutes

## Unit 2: La vie quotidienne

**Subject:** French II

**Grade:** 9-12

**Name of Unit:** La vie quotidienne

**Length of Unit:** 3 Weeks

**Overview of Unit:** Students will learn to describe their daily routines and to express if they have any ailments/maladies. They will express their physical well-being and take and give advice from the doctor.

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

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

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

- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

<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	Apply	1
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	1
brief messages such as postcards, short letters, or emails on very familiar topics.	Write	Apply	1
target language to acquire goods, services or information.	Use	Apply	1
information about personal events, memorable experiences and/or other topics.	Exchange	Apply	1
for repetition and repeat to ensure comprehension.	Ask	Apply	1

**Essential Questions:**

1. How do English and French differ linguistically when relating daily routines?
2. How do francophone cultures compare to American culture in regard to personal hygiene?

**Enduring Understanding/Big Ideas:**

1. French uses a different linguistic element than English when relating everyday routines.
2. The concept of personal hygiene is related to cultural perspectives.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"> <li>• Avoir mal a</li> <li>• expressions of counsel (Il faut, Tu devrais...?)</li> <li>• Expressions of time</li> <li>• Parts of the Body</li> <li>• Reflexive verbs</li> </ul>

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

## Topic 1: Daily Routines

### **Engaging Experience 1**

**Title:** Daily Routine

**Suggested Length of Time:** 90 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.

**Detailed Description/Instructions:** Using reflexive verbs, students will write and narrate a short play about a bad day and perform in class. (Examples: I woke up late, I took a shower but had no hot water, and I cut myself shaving...). Students are encouraged to provide feedback to the performer where appropriate and applaud them for their performance.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Topic 2: Health and Fitness

### **Engaging Experience 1**

**Title:** Health and Fitness

**Suggested Length of Time:** 90 Minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.
  - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
  - Recognize critical sound differences in the target language that must be mastered.

#### *Supporting:*

- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

**Detailed Description/Instructions:** Students will pick a card with some sort of maladie (headache, sore throat, etc.) and role play with a French doctor. Students will explain their maladie, using gestures to appropriate body parts and the Dr. will give advice to the patient. Partners will then switch roles. Students will use common French idioms with (avoir mal à) and compare how it does not translate literally into English.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

**Rubric:** Check for understanding

## Engaging Scenario

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

Des conseils pour les malades. Vous êtes médecin et vous avez plusieurs patients avec des problèmes différents. D'abord, dites où il/elle a mal et ensuite donnez des conseils à chaque patient ou groupe de patients. (Vous devez utiliser au moins deux expressions à la forme négative, N'utilisez pas les expressions dans le modèle).

(You are a doctor and you have several patients with different problems. First, write where he or she is hurting/sick, then give a piece of advice to each patient or group of patients. (You should use at least 2 expressions in the negative form and do not use the expressions given in model.) Fill out the doctor's chart below.

Patient:	Situation:	Problème: Elle a mal aux yeux.	Docteur: "Il est essentiel de mettre des lunettes."
#1	Elle a marché toute la journée en talons.	Problème:	Docteur:
#2	Il a entendu ses amis crier toute la nuit.	Problème:	Docteur:
#3	Elles ont trop mangé de chocolat hier soir.	Problème:	Docteur:

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Daily Routines	Daily Routine	Using reflexive verbs, students will write and narrate a short play about a bad day and perform in class. (Examples: I woke up late, I took a shower but had no hot water, I cut myself shaving...). Students are encouraged to provide feedback to the performer where appropriate and applaud them for their performance.	90 Minutes
Health and Fitness	Health and Fitness	Students will pick a card with some sort of maladie (headache, sore throat, etc.) and role play with a French doctor. Students will explain their maladie, using gestures to appropriate body parts and the Dr. will give advice to the patient. Partners will then switch roles. Students will use common French idioms with (avoir mal à) and compare how it does not translate literally into English.	90 Minutes

## Unit 3: Mon enfance

**Subject:** French II

**Grade:** 9-12

**Name of Unit:** Mon enfance

**Length of Unit:** 4 Weeks

**Overview of Unit:** In this unit, students will learn two different tenses of past and how to distinguish between the two. Students will be able to discuss traditions, holidays, and activities in the past tense.

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

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

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

- FL.K-12.3.2 (Level 2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
  - Broaden understanding of contributions of target civilization to development of present-day information.
- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.

- Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- Students use the target language within and beyond the school setting.
  - Demonstrate competencies previously introduced.
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

<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	Apply	1
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	1
brief messages such as postcards, short letters, or emails on very familiar topics.	Write	Apply	1
target language to acquire goods, services or information.	Use	Apply	1
information about personal events, memorable experiences and/or other topics.	Exchange	Apply	1
for repetition and repeat to ensure comprehension.	Ask	Apply	1

### **Essential Questions:**

1. How does language structure convey the concept of time?
2. How do the French and English languages compare in tense structure?
3. What factors influence our childhood and adult experiences?

**Enduring Understanding/Big Ideas:**

1. Through the use of different tenses language communicates the concept of the here and now versus what has already passed and what has yet to occur.
2. There are similarities and differences between French and English concerning how the concept of tense is expressed.
3. Culture and environment will influence a person's life experiences.
4. The past is not simply one thing. It is rich in nuance.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>• Depuis</li><li>• Expressions of progression (First, then, after, etc.)</li><li>• Expressions of time (yesterday, 10 years ago, etc.)</li><li>• Les passes-temps</li><li>• Quand (and synonyms of when)</li><li>• Si....</li></ul>

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

## Topic 1: Childhood and traditions

### **Engaging Experience 1**

**Title:** Childhood

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

**Detailed Description/Instructions:** Students will survey other students on childhood activities (examples, Did you “used to” watch Sesame Street? etc.). They will then write 3 sentences in the past tense regarding their partner. Students may share out and practice in small or large group.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Class participation

### **Engaging Experience 2**

**Title:** Mon enfance

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.

*Supporting:*

- FL.K-12.3.2 (Level 2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.

- Broaden understanding of contributions of target civilization to development of present-day information.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
  - Compare everyday social etiquette within the culture studied to their native culture.
  - Identify common beliefs, attitudes and characteristics within the culture studied.

**Detailed Description/Instructions:** Students will narrate through a “postcard” events of a past vacation. They will need to include weather and “how it was” as well as what happened specifically on the trip. They will research the information as if they went to a French Speaking country.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

### **Engaging Experience 3**

**Title:** Electronic pen pals

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters, or emails on very familiar topics.

*Supporting:*

- Students use the target language within and beyond the school setting.
  - Demonstrate competencies previously introduced.
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** Students will write to a pen pals in France or another francophone country via e-mail to tell about themselves. Students will share information received from their pen pals with their own family members. The teacher can consider a class discussion regarding their experiences and what they learned from their pen pal.

**Bloom's Levels:** Create

**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.)

### Souvenirs de mon enfance

Students will prepare a multimedia presentation that includes at least 6 slides with pictures of themselves at various times in their infancy and childhood. Using imparfait they will describe in a presentation to the class what they used to do, what they (and other family members) were like, etc. One slide will contain a photo representing an event that happened once. This event will be recounted using imparfait and passé composé. The presentation will be given without a written script. Note: If necessary, a student may substitute pictures or clipart from the Internet for personal pictures.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Childhood and Traditions	Childhood	Students will survey other students on childhood activities (examples, Did you “used to” watch Sesame Street? etc.). They will then write 3 sentences in the past tense regarding their partner. Students may share out and practice in small or large group.	1 Day
Childhood and Traditions	Mon enfance	Students will narrate through a “postcard” events of a past vacation. They will need to include weather and “how it was” as well as what happened specifically on the trip. They will research the information as if they went to a French Speaking country.	1 Day
Childhood and Traditions	Electronic pen pals	Students will write to a pen pals in France or another francophone country via e-mail to tell about themselves. Students will share information received from their pen pals with their own family members. The teacher can consider a class discussion regarding their experiences and what they learned from their pen pal.	1 Day

## Unit 4: Le shopping

**Subject:** French II

**Grade:** 9-12

**Name of Unit:** Le shopping

**Length of Unit:** 3 Weeks

**Overview of Unit:** Students will explore how communities in francophone countries and explore the cultural differences in shopping experiences. In this unit, students will learn the vocabulary for clothing articles and language they would use while shopping, such as quantities. They will also learn directions around a country.

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

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Explore hobbies, activities, and topics of personal interest related to the target culture.
  - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
  - Identify careers where skills in another language or cultural understanding are needed.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate competencies previously introduced.
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.
  - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
  - Recognize critical sound differences in the target language that must be mastered.

**Supporting Standards for unit:**

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Compare the most common objects and symbols used to represent the target culture and their own culture.
  - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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.
  - Use models and simulations to explore complex systems and issues.
- 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.

<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	Apply	1
hobbies, activities, and topics of personal interest related to the target culture.	Explore	Understand	1
information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.	Access	Remember	1

careers where skills in another language or cultural understanding are needed.	Identify	Remember	1
target language to acquire goods, services or information.	Use	Apply	1
information about personal events, memorable experiences and/or other topics.	Exchange	Apply	1
for repetition and repeat to ensure comprehension.	Ask	Apply	1
an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.	Demonstrate	Apply	1
critical sound differences in the target language that must be mastered.	Recognize	Remember	1

**Essential Questions:**

1. How are community structures formed?
2. What are shopping experiences like in various francophone countries?

**Enduring Understanding/Big Ideas:**

1. Neighborhoods, villages, towns and cities are windows into the culture of the people who live there.
2. Shopping experiences are influenced by culture, climate and environment which results in a wide variety of shopping experiences.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Adverbs of quantity</li><li>● Clothing</li><li>● Expressing opinions about clothing</li><li>● mettre</li><li>● Object pronouns in present and passé composé</li><li>● Prepositions</li><li>● Shops</li><li>● Transaction vocabulary</li><li>● Vocabulary for giving directions around a city</li><li>● Vocabulary for quantities</li></ul>

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

## Topic 1: Clothing

### **Engaging Experience 1**

**Title:** Les Galeries Lafayette

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

##### *Supporting:*

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Compare the most common objects and symbols used to represent the target culture and their own culture.
  - Compare important historical and contemporary figures and events of the culture studied and their own culture.

**Detailed Description/Instructions:** Students will be given a budget to shop for clothing on a French department store website. They will create a list of items purchased including a picture of the item and a description. Students will engage in conversation with other students asking for and giving opinions on each other's purchase.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Topic 2: Around Town

### **Engaging Experience 1**

**Title:** Around Town

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

##### *Supporting:*

- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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.
  - Use models and simulations to explore complex systems and issues.
- 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.

**Detailed Description/Instructions:** Students will create a map of a city, including different types of shops and will ask for and give directions according to this map with a partner. Students will compare shops and boutiques in France (Boutiques, locally owned) to the idea of the mall in America. Students should consider using their computer to create this map and explore areas using the internet.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

### **Engaging Experience 2**

**Title:** Around Town - Listening

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 2) Students understand and interpret written and spoken language on a variety of topics.
  - Demonstrate competencies previously introduced.
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates, and context clues to assist understanding.

**Detailed Description/Instructions:** The teacher will give directions out loud based on a map and the students will trace the path according to those directions. Students will reflect on the vocabulary they are struggling with and work with a partner to practice.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Engaging Scenario

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

Un défilé de mode...

In groups of three, students will organize a fashion show. They will model their creations on a runway accompanied by music and an oral commentary. Each person will take turns acting as model and MC. Students will be assessed on the description that they write of their own outfit and their presentation of another.

**Rubric for Engaging Scenario:** Grading: Un défilé de mode

Grade	Vocabulary/Content	Grammar Structures	Pronunciation	Content
A: 25 points	varied, appropriate, solid script	correct conjugation, gender, correct use of demonstrative adjectives	excellent, fluent, sounds “French”	well-practiced, organized, creative, unique, original
B: 20 points	some variety, script good	a few mistakes, but overall, still good	very good, flows, few mistakes	practiced, original
C: 18 points	repeated words, little variety, average script	some mistakes; very simple sentences; no demonstrative adjectives used	satisfactory, some hesitations, sounds American, mistakes	needed more practice, average effort
D: 15 points	no variety, minimal script	several mistakes in gender/ number and subject/verb agreement	unsatisfactory, many hesitations, several mistakes	unorganized, not practiced, minimal effort

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Clothing	Les Galeries Lafayette	Students will be given a budget to shop for clothing on a French department store website. They will create a list of items purchased including a picture of the item and a description. Students will engage in conversation with other students asking for and giving opinions on each other's purchase.	1 Day
Around Town	Around Town	Students will create a map of a city, including different types of shops and will ask for and give directions according to this map with a partner. Students will compare shops and boutiques in France (Boutiques, locally owned) to the idea of the mall in America. Students should consider using their computer to create this map and explore areas using the internet.	1 Day
Around Town	Around Town-Listening	The teacher will give directions out loud based on a map and the students will trace the path according to those directions. Students will reflect on the vocabulary they are struggling with and work with a partner to practice.	1 Day

## Unit 5: Les médias

**Subject:** French II

**Grade:** 9-12

**Name of Unit:** Les médias

**Length of Unit:** 2 Weeks

**Overview of Unit:** In this unit, students will learn appropriate vocabulary to describe a film or TV program. Students will also learn how to talk about current day technology. Communications and mediums in the francophone culture will be discussed.

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

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Explore hobbies, activities, and topics of personal interest related to the target culture.
  - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
  - Identify careers where skills in another language or cultural understanding are needed.
- FL.K-12.3.1 (Level 2) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Summarize articles or short videos in the target language on topics being studied in other classes.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

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

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Compare the most common objects and symbols used to represent the target culture and their own culture.

- Compare important historical and contemporary figures and events of the culture studied and their own culture.
- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Demonstrate competencies previously introduced.
  - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

<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	Apply	1
hobbies, activities, and topics of personal interest related to the target culture.	Explore	Understand	2
information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.	Access	Remember	1
careers where skills in another language or cultural understanding are needed.	Identify	Remember	1
articles or short videos in the target language on topics being studied in other classes.	Summarize	Understand	2
target language to acquire goods, services or information.	Use	Apply	1
information about personal events, memorable experiences and/or other topics.	Exchange	Apply	1
for repetition and repeat to ensure comprehension.	Ask	Apply	1

### **Essential Questions:**

1. How are culture and the media related?

**Enduring Understanding/Big Ideas:**

1. Culture and language both play a role in determining the make of of media/technology in a society and media/technology play a role in shaping society.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Expressions of opinion</li><li>● How to talk about what something is about (Il s'agit de, first, then, etc.)</li><li>● Types of films</li><li>● Types of medias</li><li>● Vocab for current types of technology</li></ul>

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

## Topic 1: TV and Film

### **Engaging Experience 1**

**Title:** Film

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Demonstrate competencies previously introduced.
  - Use target language to acquire goods, services or information.
  - Exchange information about personal events, memorable experiences and/or other topics.
  - Ask for repetition and repeat to ensure comprehension.

**Detailed Description/Instructions:** Students will discuss with a partner the last movie or television show that they watched. Partners will ask questions on what it was about, and the opinion of the program.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

### **Engaging Experience 2**

**Title:** Film

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Demonstrate competencies previously introduced.
  - Explore hobbies, activities, and topics of personal interest related to the target culture.
  - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
  - Identify careers where skills in another language or cultural understanding are needed.

**Detailed Description/Instructions:** Students will see a movie poster of different types of films and identify in French its genre. They will then give their opinion of the type of film using the target language. This could be in oral or written form.

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

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

### **Engaging Experience 3**

**Title:** Film/Show Critique

**Suggested Length of Time:** 4 Days

#### **Standards Addressed**

##### *Priority:*

- FL.K-12.3.1 (Level 2) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced.
  - Summarize articles or short videos in the target language on topics being studied in other classes.

##### *Supporting:*

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Compare the most common objects and symbols used to represent the target culture and their own culture.
  - Compare important historical and contemporary figures and events of the culture studied and their own culture.

**Detailed Description/Instructions:** Students will watch an authentic French film in French and critique the movie and discuss in French the type of film, the major events, character description and opinion of the film.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Engaging Scenario

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

Provide the following prompt to students:

You are working for the online school newspaper in France and you are blogging about the latest film you saw! Give a detailed description on the genre of the film, what the major events are (beginning, middle and end) a description of characters/stars in the film and your opinion/recommendation on seeing it. Pay attention to tense and agreement on adjectives.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
TV and Film	Film	Students will discuss with a partner the last movie or television show that they watched. Partners will ask questions on what it was about, and the opinion of the program.	2 Days
TV and Film	Movie Time	Students will see a movie poster of different types of films and identify in French its genre. They will then give their opinion of the type of film using the target language. This could be in oral or written form.	1 Day
TV and Film	Film/Show Critique	Students will watch an authentic French film in French and critique the movie and discuss in French the type of film, the major events, character description and opinion of the film.	4 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.