



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School French IV Curriculum

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

Scope and Sequence:

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

Unit 1: La famille et la communauté

Subject: French IV

Grade: 10-12

Name of Unit: La famille et la communauté

Length of Unit: 6 weeks

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

Priority Standards for unit:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.1.3 (Level 4) 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.
- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.3.2 (Level 4) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting Standards for unit:

- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
- 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.
 - Identify trends and forecast possibilities.
- 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.
 - Process data and report results.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Remember	1
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Exchange	Evaluate	3
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Support	Evaluate	3
aspects of a field of study and/or employment opportunities.	Discuss	Analyze	3
competencies previously introduced.	Demonstrate	Remember	1
the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.	Apply	Apply	2
knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.	Apply	Apply	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Identify	Understand	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Interpret	Analyze	2
a written summary of the plot and characters in selected pieces	Prepare	Create	2

of literature (fiction or nonfiction) written in the target language.			
a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.	Prepare	Create	3
the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.	Distinguish	Understand	3
information from target language sources to communicate in oral and written formats with target-language speakers.	Use	Apply	2
information from a variety of sources written in the target language about topics being studied in other school subjects.	Acquire	Understand	1
information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.	Compare	Understand	2

Essential Questions:

1. What constitutes a family in different societies?
2. How do individuals contribute to the well-being of communities?
3. How do the roles of families and communities assume differ in societies around the world?

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Vocabulary relating to... ● age and social class ● childhood adolescence ● citizenship ● customs and ceremonies ● family structures ● friendships and love ● Various grammar points will be reviewed

Resources for Vocabulary Development: Authentic texts, online resources, videos, cultural readings and texts, etc.

Topic 1: Age and Class

Engaging Experience 1

Title: Interview

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.

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

Bloom's Levels: Remember, Exchange, Analyze

Webb's DOK: 1, 3

Topic 2: Childhood and Adolescence

Engaging Experience 1

Title: Childhood in a Francophone Country

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.3.2 (Level 4) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting:

- 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.
 - Process data and report results.

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

Bloom's Levels: Understand, Create, Apply

Webb's DOK: 2, 3

Topic 3: Citizenship

Engaging Experience 1

Title: Public Service Announcement

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting:

- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
- 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.
 - Identify trends and forecast possibilities.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

- 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.

Detailed Description/Instructions: Students will choose an issue of global citizenship to create a Public Service Announcement. This can be a local, national or international issue. Presentation could be in Power Point, Prezi, Photo Story, etc. and present facts on the issue and how it affects our citizenship. Students will discuss and give opinions on each issue after the presentation.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3

Topic 4: Customs and Ceremonies

Engaging Experience 1

Title: Marriage in France

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- ISTE 5 - Digital Citizenship Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.

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

Bloom's Levels: Remember, Evaluate

Webb's DOK: 1, 3

Topic 5: Family Structures

Engaging Experience 1

Title: Divorce Rates

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

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

Bloom's Levels: Remember, Evaluate

Webb's DOK: 1, 3

Topic 6: Friendship and Love

Engaging Experience 1

Title: Partner Qualities

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.1.3 (Level 4) 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.

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

Bloom's Levels: Remember, Evaluate, Understand

Webb's DOK: 1, 3

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Age and Class	Interview	Students will interview an older person (could be family, teacher, principal, etc.) to explore attitudes, concerns, priorities and compare with their own. Interview will be in English, but students will present results to class and engage in conversation about the findings in the target language.	2-3 Days
Childhood and Adolescence	Childhood in a Francophone Country	Students will research a Francophone country or community and write a memoir of their childhood, growing up in that area.	2 Days
Citizenship	Public Service Announcement	Students will choose an issue of global citizenship to create a Public Service Announcement about. This can be a local, national or international issue. Presentation could be in Power Point, Prezi, Photo Story, etc.... and present facts on the issue and how it affects our citizenship. Students will discuss and give opinions on each issue after the presentation.	2 Days
Customs and Ceremonies	Marriage in France	Students will discuss the ceremony of marriage in the US and in France and create a Venn diagram to demonstrate the similarities and differences between the two.	1 Day
Family Structures	Divorce Rates	Students will research divorce rates in various Francophone cultures and compare with the US. They will then hypothesize reasons why divorce rates are what they are in those locations. They will discuss these theories with a partner.	1 Day

Friendship and Love	Partner Qualities	Students will create a list of qualities that they believe are necessary in an ideal mate and compare and contrast their list with those of their classmates.	1 Day
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Unit 2: La vie contemporaine

Subject: French IV

Grade: 10-12

Name of Unit: La famille et la communauté

Length of Unit: 6 Weeks

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

Priority Standards for unit:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.3.2 (Level 4) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
- FL.K-12.3.1 (Level 4) Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
 - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

Supporting Standards for unit:

- FL.K-12.4.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
- FL.K-12.5.2 (Level 4) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Access or acquire cultural information through community sources.
- FL.K-12.5.1 (Level 4) Students use the target language within and beyond the school setting.
 - Write a newsletter (class, school, etc.) for peers in country or target language.
- 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.
 - Identify trends and forecast possibilities.
- 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.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Remember	1
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Exchange	Evaluate	3
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Support	Evaluate	3
aspects of a field of study and/or employment opportunities.	Discuss	Analyze	3
competencies previously introduced.	Demonstrate	Remember	1
the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.	Apply	Apply	2
knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.	Apply	Apply	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in	Identify	Understand	1

authentic literary texts in the target language.			
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Interpret	Analyze	2
a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	Prepare	Create	2
a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.	Prepare	Create	3
information from a variety of sources written in the target language about topics being studied in other school subjects.	Acquire	Understand	1
information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.	Compare	Understand	2
the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.	Distinguish	Understand	3

Essential Questions:

1. How do societies and individuals define the quality of life?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

Enduring Understanding/Big Ideas:

1. Societies and individuals define the quality of life through different cultural aspects, education, career readiness, socio-economic status, and through the comparisons of other culture.

2. Contemporary life is influenced by many factors relating to the press, different media, movies, television, people in the media, etc.
3. Challenges of contemporary life is due to the ever-changing modern world in areas of media, education, professional arena, family, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Vocabulary relating to: ● Advertising and Marketing ● Education ● Holiday and Celebrations ● Housing ● Leisure and sports ● Professions ● Rites of Passage ● Travel

Resources for Vocabulary Development: Authentic texts, online resources, videos, cultural readings and texts, etc.

Topic 1: Advertising and Marketing

Engaging Experience 1

Title: Publicity

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
- FL.K-12.3.2 (Level 4) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.

Supporting:

- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
- 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.
 - Identify trends and forecast possibilities.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

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

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 3

Topic 2: Education

Engaging Experience 1

Title: College and Career Readiness

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.3.1 (Level 4) Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
 - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom's Levels: Understand, Remember, Evaluate, Analyze

Webb's DOK: 1, 3

Topic 3: Holidays and Celebrations

Engaging Experience 1

Title: A new holiday!

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting:

- FL.K-12.5.2 (Level 4) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Access or acquire cultural information through community sources.
- 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.
 - Identify trends and forecast possibilities.

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

Bloom's Levels: Remember, Create

Webb's DOK: 1, 2

Topic 4: Housing and Shelter

Engaging Experience 1

Title: If I were Mayor...

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.

Supporting:

- FL.K-12.5.1 (Level 4) Students use the target language within and beyond the school setting.
 - Write a newsletter (class, school, etc.) for peers in country or target language
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
- 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.

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

Bloom’s Levels: Remember, Evaluate, Analyze

Webb’s DOK: 1, 3

Topic 5: Leisure and Sports

Engaging Experience 1

Title: Pass times

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.

Supporting:

- 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.

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

Bloom's Levels: Remember, Evaluate

Webb's DOK: 1, 3

Topic 6: Professions

Engaging Experience 1

Title: Future Profession

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.

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

Bloom's Levels: Remember, Evaluate, Analyze

Webb's DOK: 1, 3

Topic 7: Rites and Passage

Engaging Experience 1

Title: Adolescents

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 4) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.

Detailed Description/Instructions: Students will read a cultural passage (ex. Le fils d'Agatha Moudio by Francis Babey) and discuss the rites and passage of that culture. Comprehension questions will be answered after reading the passage and discussed in class.

Bloom's Levels: Remember, Understand

Webb's DOK: 1

Topic 8: Travel

Engaging Experience 1

Title: Francophone countries

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.

Supporting:

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

Bloom's Levels: Remember, Evaluate, Analyze

Webb's DOK: 1, 3

Engaging Scenario

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

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Advertising and Marketing	Publicity	Students will design an advertisement and/or commercial for a product found in a francophone country, focusing on persuasive language to convince people to buy the product! Commercials or advertisements will be presented, and class will have discussion on which products they would purchase.	2-3 Days
Education	College and Career Readiness	Students will compare and contrast the educational systems in France and the US. They will focus on the issue of College placement exams, coursework required for entrance, and rigor of classes throughout an adolescent's life. Rate of people who attend and drop out of secondary education can also be discussed. Students will demonstrate these similarities and differences in a Venn diagram and share them in class.	2 Days
Holidays and Celebrations	A new holiday!	Students will be given the chance to create a new holiday for the calendar year. Create an oral presentation with visuals to teach the class about this new holiday: why is it being celebrated (is it commemorating something, significance of date, etc., how is it celebrated, who and where it would be celebrated.	2 Days
Housing and Shelter	If I were Mayor...	Students will write a blog post entitled "If I were Mayor" in the target language. Students will address ideas on what would improve the life of the citizens. What would be changed? What housing problems exist and what could help the problem? The blog will be read by	1 Day

		others and each classmate will respond. (Can be done through written or spoken language.)	
Leisure and Sports	Pass times	Students will interview other students in class about leisure and sport activities. Students will write the questions and then present their findings in a graph or infograph in the target language. Findings will be discussed in the class setting and benefits from these activities will then be hypothesized.	1 Day
Professions	Future Profession	Students will interview each other about what professions they would like to do later in life and why. They will then discuss what goals need to be met to reach that profession. This will be a conversation between two or three students.	1 Day
Rites and Passages	Adolescents	Students will read a cultural passage (ex. Le fils d'Agatha Moudio by Francis Babey) and discuss the rites and passage of that culture. Comprehension questions will be answered after reading the passage and discussed in class.	1 Day
Travel	Francophone countries	Students will pick an unfamiliar Francophone country to travel to and will discuss the various activities they could do in this location. Climate, transportation and lodging will also discuss. Students can present this vacation through a PowerPoint, photo story, or presentation.	2 Days

Unit 3: La Quête de Soi

Subject: French IV

Grade: 10-12

Name of Unit: L'Esthétique

Length of Unit: 5 Weeks

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

Priority Standards for unit:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.4.1 (Level 4) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
 - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Supporting Standards for unit:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.

- Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
- FL.K-12.5.2 (Level 4) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Access or acquire cultural information through community sources.
 - Read, listen, or watch authentic materials or media for personal enjoyment.
- FL.K-12.5.1 (Level 4) Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.
 - Present information about the target language and culture to others.
 - Write a newsletter (class, school, etc.) for peers in country or target language.
- FL.K-12.4.2 (Level 4) Students demonstrate understanding of the practices and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Interact with culturally appropriate patterns of behavior in familiar situations.
 - Describe the historical significance of activities and celebrations in the culture studied.
 - Investigate and explain how previous cultures influenced the modern culture studied.
- 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.
 - Process data and report results.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Remember	1
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Exchange	Evaluate	3
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.	Support	Evaluate	3
aspects of a field of study and/or employment opportunities.	Discuss	Analyze	3
competencies previously introduced.	Demonstrate	Remember	1
the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.	Apply	Apply	2
knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.	Apply	Apply	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Identify	Understand	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Interpret	Analyze	2

a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	Prepare	Create	2
a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.	Prepare	Create	3

Essential Questions:

1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one's identity develop over time?

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Vocabulary related to: ● Alienation and Assimilation ● Beliefs and Values ● Gender and Sexuality ● Language and Identity ● Multiculturalism ● Nationalism and Patriotism

Resources for Vocabulary Development: Authentic texts, online resources, videos, cultural readings and texts, etc.

Topic 1: Alienation and Assimilation

Engaging Experience 1

Title: Peurs

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom’s Levels: Understand, Create

Webb’s DOK: 1, 2

Topic 2: Beliefs and Values

Engaging Experience 1

Title: Priorities

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Gender and Sexuality

Engaging Experience 1

Title: Gender and Sexuality in Advertising

Suggested Length of Time: 7 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Topic 4: Language and Identity

Engaging Experience 1

Title: Argot

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.4.1 (Level 4) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
 - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Topic 5: Multiculturalism

Engaging Experience 1

Title: Multiculturalism in our classroom

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

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

Bloom's Levels: Remember, Evaluate

Webb's DOK: 1, 3

Topic 6: Nationalism and Patriotism

Engaging Experience 1

Title: La Marseillaise

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 4) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.1.1 (Level 4) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 (Level 4) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- 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.
 - Process data and report results.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Collect and analyze data to identify solutions and/or make informed decisions.

- Use multiple processes and diverse perspectives to explore alternative solutions.

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

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Alienation and Assimilation	Peurs	Students will watch and discuss the music video “Peurs” by Jean-Jacques Goldman, Carol Fredericks and Michael Jones. This video explores the fear of being different in a group of people who are culturally and racially similar, as well as the suspicion of the group toward the person who is different. Students will then reflect on and write about a situation where they or someone they know has experienced a feeling of alienation.	2 Days
Beliefs and Values	Priorities	Students will rank the following topics in order of importance according to their own personal beliefs and values: God/religion, family, health, love, friendship, economic status. We will tally class results and hold a discussion hypothesizing about what influences our own personal beliefs and values.	2 Days
Gender and Sexuality	Gender and Sexuality in Advertising	Students will watch TV, read magazines, etc. for one week and keep a log of every time they encounter advertising that supports or counters traditional gender roles and stereotypes. The class will also examine together old advertisements for comparison. Students will then discuss how advertising and the media in general is constrained by and responsible for maintaining social/cultural norms.	7 Days
Language and Identity	Argot	Students will brainstorm the different levels of English (i.e. slang, ways of	2 Days

		speaking to friends vs. adults, etc.) they use in speaking and writing, and when and where these levels are appropriate. They write in their journals about a time when someone made an assumption about them based on their use of language and share their writing with the class.	
Multiculturalism	Multiculturalism in our classroom	Students will interview their own family members, including in-laws, to gain a better understanding of their own family ethnicity and history. Students will then report their findings back to the class.	3 Days
Nationalism and Patriotism	La Marseillaise	You are the President of France and you are responding to a group of people who think the French national anthem, the Marseillaise, is no longer relevant in today's society. Research the historical background of the song as well as the lyrics and references made in the song and formulate your response in a written letter addressed to the French people.	1 Day

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.