



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School French I Curriculum

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

### Scope and Sequence:

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

# Unit 1: Bonjour!

**Subject:** French 1

**Grade:** 9-12

**Name of Unit:** Bonjour!

**Length of Unit:** 2 Weeks

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

**Priority Standards for unit:**

- FL.K-12.4.2 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

**Supporting Standards for unit:**

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.

<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>
examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates	Cite	Remember	1
similarities and differences between the sound and writing system of target and native language.	Report	Remember	1

**Essential Questions:**

1. How does one greet different individuals in francophone cultures?
2. How do letters and sounds in French compare with the letters/sounds in English?
3. How do cultural differences affect the way in which we communicate?
4. How can learning a language enhance our experience with the world around us?
5. How has French culture influenced our culture and language?

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● Alphabet</li><li>● Common Cognates</li><li>● Greetings</li><li>● Introductions</li><li>● Numbers</li></ul>

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

## Topic 1: Greetings and Introductions

### **Engaging Experience 1**

**Title:** Greetings/How are you?

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Use common social amenities such as please, thank you, and excuse me.

#### *Supporting:*

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication

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

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

## Topic 2: Alphabet, Cognates, and Names

### **Engaging Experience 1**

**Title:** Alphabet/Pronunciation

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

Priority:

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

**Detailed Description/Instructions:** Students will randomly select cards with various cognates and vocabulary and spell the word on the card to the teacher, using correct pronunciation in French and including names of accents.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

### **Engaging Experience 2**

**Title:** Alphabet/Names - Listening

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed:**

Priority:

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

**Detailed Description/Instructions:** Students will listen to the teacher spell words, cognates and names in French and write the appropriate spelling on their paper.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Class participation, check for understanding

## Topic 3: Numbers

### **Engaging Experience 1**

**Title:** Number identification and Pronunciation

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

*Supporting:*

- FL.K-12.1.3 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Class participation, check for understanding

### **Engaging Experience 2**

**Title:** Numbers - Written expression

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 3**

**Title:** Numbers-Listening

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

*Priority:*

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Report similarities and differences between the sound and writing system of target and native language.

*Supporting:*

- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Check for understanding

## Engaging Scenario

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

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



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Greetings and Introductions	Greetings/How are you?	Students will have previously learned how to greet people and ask, “how are you?” in different registers (tu vs. vous.). In this experience, students will randomly select a card, identifying a person that they will need to greet, ask how they are and use any appropriate cultural gestures, actions in the greeting.	45 Minutes
Alphabet, Cognates, and Names	Alphabet/ Pronunciation	Students will randomly select cards with various cognates and vocabulary and spell the word on the card to the teacher, using correct pronunciation in French and including names of accents.	45 Minutes
Alphabet, Cognates, and Names	Alphabet/Names - Listening	Students will listen to the teacher spell words, cognates and names in French and write the appropriate spelling on their paper.	30 Minutes
Numbers	Number identification and Pronunciation	Students will look at an authentic newspaper ad, advertising school supplies (ex. Monoprix or Office Depot) and will identify and pronounce correctly the price in French, using numbers 1-60.	30 Minutes
Numbers	Numbers - Written expression	Students will write out in French the answer to simple math problems in French, spelling the answer correctly.	30 Minutes

Numbers	Numbers- Listening	The teacher will recite various phone numbers in France (pointing out that French phone numbers are said in two-digit fashion) and students will write down numbers that they hear.	30 Minutes
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## Unit 2: Mes Activités

**Subject:** French I

**Grade:** 9-12

**Name of Unit:** Mes Activités

**Length of Unit:** 4 Weeks

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

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

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Describe the practices of common cultural activities and holiday celebrations.
  - Identify common social etiquette within the cultures studied.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

- Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- Report similarities and differences between the sound and writing system of target and native language.
- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

**Supporting Standards for unit:**

- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced
  - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  - Use target language vocabulary to refer to items and concepts learned in other subject areas.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.

<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>
People based on oral and written descriptions.	Identify	Remember	1
Places based on oral and written descriptions.	Identify	Remember	1
Things based on oral and written descriptions.	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
the practices of common cultural activities and holiday celebrations	Describe	Understand	1

common social etiquette within the cultures studied.	Identify	Remember	1
gestures, intonation and other visual and auditory clues in target language materials.	Interpret	Understand	2
questions about very familiar topics	Ask	Apply	1
questions about very familiar topics	Answer	Apply	1
Likes	Share	Apply	1
Dislikes	Share	Apply	1
Descriptions of people	Exchange	Apply	1
Description of places	Exchange	Apply	1
Descriptions of products	Exchange	Apply	1
Common social amenities such as please, thank you, and excuse me	Use	Remember	1
examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates	Cite	Remember	1
similarities and differences between the sound and writing system of target and native language.	Report	Remember	1
words borrowed from the target language.	Recognize	Remember	1
simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.	Compare	Understand	3
an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.	Demonstrate	Apply	1

**Essential Questions:**

1. How does one speak about activities and pastimes?
2. How do French teenagers spend their leisure time?

3. How do leisure time activities of French teenagers compare with those of American teenagers?
4. How do the educational systems of French speaking countries differ from the American system?

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>● Common weather expressions</li> <li>● Days of the week</li> <li>● Likes and Dislikes (various topics such as pastimes, sports, and school)</li> <li>● Months of the year</li> <li>● Numbers 1-60 (review)</li> <li>● Opinion words and verbs (to like, to love)</li> <li>● Seasons, including prepositions for “in”</li> <li>● Time expressions, including expressions for “in the morning, etc...)</li> </ul>

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

## Topic 1: Dates and Months

### **Engaging Experience 1**

**Title:** Expressing dates

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

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

**Bloom's Levels:** Apply

**Webb's DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 2**

**Title:** Dates

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
  - Describe the practices of common cultural activities and holiday celebrations.
  - Identify common social etiquette within the cultures studied.
- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

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

**Bloom's Levels:** Understand

**Webb's DOK:** 1

### **Engaging Experience 3**

**Title:** Date Comparison

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
  - Report similarities and differences between the sound and writing system of target and native language.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Check for understanding



## Topic 2: Weather and Seasons

### **Engaging Experience 1**

**Title:** Expressing Weather and season - Written expression

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

*Supporting:*

- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced
  - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  - Use target language vocabulary to refer to items and concepts learned in other subject areas.

**Detailed Description/Instructions:** Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and write a weather and season for each one on their paper. The picture may include a temperature in Celsius/Fahrenheit for the students to convert.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Participation

### **Engaging Experience 2**

**Title:** Weather - Intrapersonal/ Pronunciation

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.

- Share likes and dislikes
- Exchange descriptions of people and places, in addition to products of the target culture.
- Use common social amenities such as please, thank you, and excuse me.

*Supporting:*

- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language.
  - Demonstrate competencies previously introduced
  - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
  - Use target language vocabulary to refer to items and concepts learned in other subject areas.

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

**Bloom's Levels:** Apply

**Webb's DOK:** 1

**Rubric:** Participation

**Engaging Experience 3**

**Title:** Weather - Interpretive Listening

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Participation

## Topic 3: Time

### **Engaging Experience 1**

**Title:** Time - Listening

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

**Detailed Description/Instructions:** Students will be given a template of several clocks without hands on it. Students will listen to the teacher express various times and draw the hands on the clock to indicate the given time.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 2**

**Title:** Time - Intrapersonal/Pronunciation

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

*Supporting:*

- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

- Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
- Broaden understanding of world culture through authentic spoken and written information.

**Detailed Description/Instructions:** Students will look at an authentic schedule in French (example train, movie, TV guide etc.) and will ask partners “at what time...” various events take place. Partners will then answer, converting military time on schedule to conversational time.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Check for understanding

## Topic 4: Likes and Dislikes

### **Engaging Experience 1**

**Title:** Activities - Intrapersonal Communication

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

**Detailed Description/Instructions:** Students will interview another student on various likes and dislikes, using the construction “Tu aimes...” and the student will answer using “j’aime ou je n’aime pas...” They will then report their findings back to the class.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 2**

**Title:** Activities - Interpretive reading

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

*Supporting:*

- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

- Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
- Broaden understanding of world culture through authentic spoken and written information.

**Detailed Description/Instructions:** Students will read an authentic forum on likes and dislikes of adolescents in France (example “momes.net”, a forum where French kids can exchange about various topics- this could also be teacher created or found in authentic magazines.) Students will read and answer teacher-prepared comprehension questions.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

**Rubric:** Check for understanding

### **Engaging Experience 3**

**Title:** Activities

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

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

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** Check for understanding

## Engaging Scenario

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

### **FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT**

#### **Thème: les passe-temps**

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

#### **Learning objectives:**

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

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Dates and Months	Expressing dates	Students will be given a chart and fill in five classmate's name along the side. Students will then be required to ask the birthday of each different individual, listening to the French and writing the date down in English.	45 Minutes
Dates and Months	Dates	Students will read on various holidays in France and compare those celebrated in the United States. Students can use a Venn diagram to compare the two cultures.	45 Minutes
Dates and Months	Date Comparison	Students will compare the written date in French and English and discuss common mistakes of saying and writing the date backwards.	1 Day
Weather and Seasons	Expressing Weather and season- Written expression	Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and write a weather and season for each one on their paper. The picture may include a temperature in Celsius/Fahrenheit for the students to convert.	45 Minutes
Weather and Seasons	Weather - Intrapersonal/ Pronunciation	Given a map of France with various weather icons, students will ask what the weather is like in different areas and partners will answer. Partners will then switch roles.	30 Minutes
Weather and Seasons	Weather - Interpretive Listening	Teacher will read various weather statements and students will categorize each statement into a season on a chart on their paper with the 4 seasons as headings.	45 Minutes



Time	Time - Listening	Students will be given a template of several clocks without hands on it. Students will listen to the teacher express various times and draw the hands on the clock to indicate the given time.	30 Minutes
Time	Time - Intrapersonal/ Pronunciation	Students will look at an authentic schedule in French (example train, movie, TV guide etc...) and will ask partners "at what time..." various events take place. Partners will then answer, converting military time on schedule to conversational time.	30 Minutes
Likes and Dislikes	Activities - Intrapersonal Communication	Students will interview another student on various likes and dislikes, using the construction "Tu aimes..." and the student will answer using "j'aime ou je n'aime pas..." They will then report their findings back to the class.	1 Day
Likes and Dislikes	Activities - Interpretive reading	Students will read an authentic forum on likes and dislikes of adolescents in France (example "momes.net", a forum where French kids can exchange about various topics- this could also be teacher created or found in authentic magazines.) Students will read and answer teacher-prepared comprehension questions.	45 Minutes
Likes and Dislikes	Activities	Given a writing prompt "Qu'est-ce que tu aimes et n'aime pas...? Students will write a paragraph describing various likes and dislikes in their daily lives.	45 Minutes

## Unit 3: Ma famille et mes amis

**Subject:** French I

**Grade:** 9-12

**Name of Unit:** Ma famille et mes amis

**Length of Unit:** 4 weeks

**Overview of Unit:** Students will learn appropriate vocabulary to describe family and friends in this unit. Students will use their personal experiences to practice.

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

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

**Supporting Standards for unit:**

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

<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>
people based on oral and written descriptions	Identify	Remember	1
places based on oral and written descriptions	Identify	Remember	1
things based on oral and written descriptions	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	2
appropriate patterns of behavior in familiar situations	Use	Apply	1
the practices of common cultural activities and holiday celebrations	Describe	Understand	1
common social etiquette within the cultures studied	Identify	Remember	1
gestures, intonation and other visual and auditory clues in target language materials.	Interpret	Understand	2
questions about very familiar topics	Ask	Apply	1
questions about very familiar topics	Answer	Apply	1
Likes	Share	Apply	1
Dislikes	Share	Apply	1
Descriptions of people	Exchange	Apply	1
Description of places	Exchange	Apply	1
Descriptions of products	Exchange	Apply	1

Common social amenities such as please, thank you, and excuse me	Use	Remember	1
words borrowed from the target language.	Recognize	Remember	1
simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.	Compare	Understand	3

**Essential Questions:**

1. What are the similarities and differences between American and Francophone cultures in the context of family identity, structure, etc.?

**Enduring Understanding/Big Ideas:**

1. Describing oneself and one’s family and friends is an essential component of communicating with others. Francophone cultures have varying practices concerning family dynamics.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>● adjective of character description</li> <li>● adjectives of physical description</li> <li>● avoir...ans</li> <li>● C’est/ Ce sont</li> <li>● etre</li> <li>● Family Members</li> <li>● Il y a</li> <li>● Pets</li> <li>● possessive adjectives</li> <li>● Voila/voici</li> </ul>

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

## Topic 1: Family

### **Engaging Experience 1**

**Title:** Ma Famille

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

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

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

### **Engaging Experience 2**

**Title:** Age

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

*Supporting:*

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Recognize common tangible and intangible products of the culture studied.
  - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

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

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Engaging Experience 3**

**Title:** Description

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

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

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

## Engaging Scenario

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

### **FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT**

**Thème: ma famille**

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

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

**Learning objectives:**

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

## Summary of Engaging Learning Experiences for Topics

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



## Unit 4: Bon appétit

**Subject:** French I

**Grade:** 9-12

**Name of Unit:** Bon appétit

**Length of Unit:** 3 Weeks

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

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

- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.
- FL.K-12.1.1 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

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

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Demonstrate competencies previously introduced.
- Identify objects and symbols commonly used to represent the culture studied.
- Identify important historical and contemporary figures and events of the culture studied.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
- FL.K-12.5.2 (Level 1) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
  - Attend or view via media cultural events and social activities.
  - Explore topics of personal interest from the target culture

<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>
People based on oral and written descriptions.	Identify	Remember	1
Places based on oral and written descriptions.	Identify	Remember	1
Things based on oral and written descriptions.	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language materials.	Interpret	Understand	2
questions about very familiar topics	Ask	Apply	1
questions about very familiar topics	Answer	Apply	1
Likes	Share	Apply	1
Dislikes	Share	Apply	1
Descriptions of people	Exchange	Apply	1
Description of places	Exchange	Apply	1
Descriptions of products	Exchange	Apply	1

Common social amenities such as please, thank you, and excuse me	Use	Remember	1
examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates	Cite	Remember	1
similarities and differences between the sound and writing system of target and native language.	Report	Remember	1
words borrowed from the target language.	Recognize	Remember	1
simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.	Compare	Understand	3
an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.	Demonstrate	Apply	1

**Essential Questions:**

1. How do Francophone cultures differ from American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals?
2. Has American culture influenced cultural practices concerning food and meals in Francophone cultures and vice versa?

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"><li>● boire</li><li>● drinks</li><li>● expressions of want</li><li>● Information questions (review from 2)</li><li>● ir verbs(choisir and finir)</li><li>● manger</li><li>● meals</li><li>● prendre</li><li>● Various food vocabulary</li></ul>

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

# Topic 1: Food and Meals

## **Engaging Experience 1**

**Title:** Meal time

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

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

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Rubric:** Check for understanding

## **Engaging Experience 2**

**Title:** Ordering at a cafe

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

*Priority:*

- Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.

- Engage in common classroom interactions such as greetings, stating needs and preferences.
- Share likes and dislikes
- Exchange descriptions of people and places, in addition to products of the target culture.
- Use common social amenities such as please, thank you, and excuse me.

*Supporting:*

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

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

**Bloom's Levels:** Apply

**Webb's DOK:** 1

**Rubric:** Participation

**Engaging Experience 3**

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

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

*Supporting:*

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
  - Demonstrate competencies previously introduced.
  - Identify objects and symbols commonly used to represent the culture studied.
  - Identify important historical and contemporary figures and events of the culture studied.

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

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Rubric:** Check for understanding

#### **Engaging Experience 4**

**Title:** French Food in KC!

**Suggested Length of Time:** 1 Day

**Standards Addressed:**

*Priority:*

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

*Supporting:*

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
  - Recognize the target language when encountered outside the world language classroom.
  - Recognize the words borrowed from the target language.

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

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Rubric:** Check for understanding

## Engaging Scenario

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

### **FRENCH 1 – INTEGRATED PERFORMANCE ASSESSMENT**

**Thème: la nourriture/ Bon Appétit!**

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

**Learning objectives:**

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



## Summary of Engaging Learning Experiences for Topics

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

## Unit 5: Le passé

**Subject:** French I

**Grade:** 9-12

**Name of Unit:** Le passé

**Length of Unit:** 2 Weeks

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

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

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

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

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.

- Broaden understanding of world culture through authentic spoken and written information.
- 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 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

<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>
People based on oral and written descriptions.	Identify	Remember	1
Places based on oral and written descriptions.	Identify	Remember	1
Things based on oral and written descriptions.	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language materials.	Interpret	Understand	2
questions about very familiar topics	Ask	Apply	1
questions about very familiar topics	Answer	Apply	1
Likes	Share	Apply	1
Dislikes	Share	Apply	1
Descriptions of people	Exchange	Apply	1
Description of places	Exchange	Apply	1
Descriptions of products	Exchange	Apply	1
Common social amenities such as please, thank you, and excuse me	Use	Remember	1
an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.	Demonstrate	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?

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>● avoir</li><li>● etre</li><li>● regular and irregular past participles</li><li>● various activities (verbs)</li><li>● Words indicating past (yesterday, last week, etc....)</li></ul>

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

## Topic 1: Passé composé

### **Engaging Experience 1**

**Title:** Le passe compose - Intrapersonal

**Suggested Length of Time:** 2 Days

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

*Supporting:*

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

**Detailed Description/Instructions:** Students will discuss with a partner events from the previous weekend, asking the question “Qu’est-ce que tu as fait...?” and answering with at least three activities in the passe compose.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1

### **Engaging Experience 2**

**Title:** Passe compose - Interpretive Listening

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.

- Interpret gestures, intonation and other visual and auditory clues in target language materials
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
  - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
  - Report similarities and differences between the sound and writing system of target and native language.

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

**Bloom's Levels:** Remember

**Webb's DOK:** 1

### **Engaging Experience 3**

**Title:** Les vacances

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
  - Ask and answer questions about very familiar topics.
  - Engage in common classroom interactions such as greetings, stating needs and preferences.
  - Share likes and dislikes
  - Exchange descriptions of people and places, in addition to products of the target culture.
  - Use common social amenities such as please, thank you, and excuse me.

*Supporting:*

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
  - Prepare illustrated stories about activities or events and share them orally or in writing.

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

**Bloom's Levels:** Apply

**Webb's DOK:** 1

#### **Engaging Experience 4**

**Title:** Les Grandes Vacances

**Suggested Length of Time:** 1 Day

**Standards Addressed:**

*Priority:*

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
  - Identify people, places, and things based on oral and written descriptions.
  - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
  - Interpret gestures, intonation and other visual and auditory clues in target language materials.

*Supporting:*

- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
  - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
  - Broaden understanding of world culture through authentic spoken and written information.
- 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 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

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

**Bloom's Levels:** Analyze; **Webb's DOK:** 1, 2

## Engaging Scenario

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

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



## Summary of Engaging Learning Experiences for Topics

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