



French 2 - Unit 1 - Qui suis-je au lycée?

Unit Focus

What has high school done to me? What is my life like after 2 pm? Students will delve deeper into their daily lives not only at school, but their schedules and activities after classes and on weekends. In addition to review, this unit goes into emotions, descriptions, and needs when it comes to a week in the life of a new high school student. Clubs, sports, movies, groups of friends, professors, and where events take place will be discussed. Students will be able to describe their likes and dislikes in more specific detail. They will ultimately create their own digital calendar for the next month in French and then analyze and speak about other students' calendars and schedules in the World Language Lab.

Following the PBA, students will read their first short novel in the target language, *Nuits mystérieuses à Lyon*, about a boy who studies abroad in Lyon.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations • C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence	<i>Students will be able to independently use their learning to...</i> T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T3 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U2 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U3 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do I define myself? Q3 Who am I as a high school student? Q4 How do I make sense of what I'm reading if I don't understand every word?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Review: present tense of -er, -ir, and -re verbs K2 Futur proche (near future) - aller +infinitive	<i>Students will be skilled at...</i> S1 Expressing emotions to describe oneself

Stage 1: Desired Results - Key Understandings

- C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
- C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K3 Recent past - Venir de + infinitive
K4 Introduction to Passé Composé
K5 In the moment - en train de
K6 Detailed adjectives to describe oneself and general rules of adjectives
K7 Negation (ne...pas, jamais, que, personne, rien, plus)
K8 Conjugated irregular verbs: être, avoir, faire, aller, mettre, prendre, dormir, sortir, pouvoir, vouloir, savoir, connaître
K9 Conjugate faire partie de : when talking about membership in group or activity
K10 School and after school vocabulary (student generated lists)
K11 Feeling phrases: débordé, stressé, le cafard, j'ai hâte, se réjouir
K12 Review of simple interrogatives (question words)
K13 Oral presentation expressions
K14 Main ideas and themes from the novel *Nuits mystérieuses à Lyons*
K15 Review: numbers (0-1000)
K16 Review: Date and time in French DDMMYY and 24hr clock

S2 Expressing the date and time as it relates to events on a calendar
S3 Speaking or writing in the negative
S4 Using adjectives to properly describe someone or something
S5 Saying what they did, have just done, are doing right now, and are going to do.
S6 Telling others how they do and don't spend their time.
S7 Writing and analyzing schedules for themselves and others.
S8 Reading and interpreting texts at the intermediate level.
S9 Using the past, present, recent past, and near future to communicate in context.