

French 1	
CURRICULUM/CONTENT AREA	COURSE LENGTH
French 1	HS: 2 terms MS: 2 years
GRADE LEVEL	DATE LAST REVIEWED
7-12	6/2023
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
N/A	6/2023
PRIMARY RESOURCE if applicable	
Bien Dit - Houghton Mifflin Harcourt	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p>Students will develop their listening and readings skills along with basic speaking and writing skills while focusing on authentic situations and description of self, family and friends, activities, school life and sports. By the end of the year, students will be able to express themselves and initiate simple conversations. Students will study language through topics and the function of language within these topics.</p> <p>French 1 is a year-long course to begin to learn the language, geography and cultures of French speaking countries. This course is designed for students to communicate by speaking, reading, writing, and listening. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects and group activities. At the end of this year, students will be able to:</p> <ol style="list-style-type: none"> 1. ask and answer questions and maintain a simple conversation in areas of immediate need and on general topics 2. pronounce the language well enough to be intelligible to native speakers 3. understand simple questions and statements, sometimes hearing them several times; 4. read and understand the information presented in simple paragraphs; 5. write, adapt and create simple sentences and paragraphs on unit topics; 6. describe some aspects of everyday life and culture. 	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that...	Students will keep considering...
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	<ul style="list-style-type: none"> - In what ways is learning another language beneficial? - How widely is French used in the world, on the internet, and in my community? - How do I begin and maintain a simple conversation when meeting a French speaker?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	<ul style="list-style-type: none"> - What strategies will help me communicate in French as I begin to learn the language? - How do I exchange information about my identity and that of others?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	<ul style="list-style-type: none"> - How does language change depending on the situation and the audience? - How is student life at my school similar to and /or different from student life in a francophone culture? - How do courses and schedules reflect the educational values of a community?
Culture and language are inseparable; they influence and reflect each other.	<ul style="list-style-type: none"> - What places, people, and activities define student life? - What activities do friends in other countries do together? - Who are the members of a family? - Which attributes and interests do family members share? - Which places and activities bring families together in our culture and in Francophone cultures?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	<ul style="list-style-type: none"> - What make a house a "home"? - What is the role of food in everyday life? - How does cuisine help define cultures? - What are the habits and traditions affiliated with meals in the francophone
PRIORITY STANDARDS	
Students will know and be able to...	
<p>Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</p>	

Standard 2 Interpersonal Communication:

Students use the target language and cultural knowledge to *negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Standard 3 Presentational Communication:

Students use the target language and cultural knowledge to *present information, concepts, and ideas* on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

SUPPORTING STANDARDS

Students will know and be able to...

Standard 4 Intercultural Communication

Students use the target language and cultural knowledge to *investigate, compare, explain, interact, and reflect* on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Standard 5 Global Competence and Community Engagement

Students use the target language and cultural knowledge to *investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions* within their local and global communities.

Unit 1: Bonjour tout le monde! (Introductions)		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
<ul style="list-style-type: none"> - In what ways is learning another language beneficial? - How widely is French used in the world, on the internet, and in my community? - How do I begin and maintain a simple conversation when meeting a French speaker? - What strategies will help me communicate in French as I begin to learn the language? 	Self, the French speaking world (la francophonie), and French in the United States.	<p>Novice Low</p> <p>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</p> <p>Interpersonal Speaking</p> <p>Interpersonal Writing</p> <p>Interpretive</p> <p>Presentational Speaking</p> <p>Presentational Writing</p>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	Interpretive: Students overhear a conversation and students have to decide whether what they are saying is a greeting, introduction, or a goodbye.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal: Students will introduce a classmate to their group, then each student in the group will interact with the "new" classmate, introducing themselves and saying hello. The new classmates will ask how everyone is doing. Finally the group will inquire more about the new classmate (age, nationality, address, spoken languages). Students will participate in the scene many times in small groups before the assessment. Each student should have a turn being the "new" classmate.
	2.b. I can <u>meet my needs or address</u> situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Presentational: Introduce the members of your group to the class. Other assessment options: May include but not limited to the following: "les petites annonces", dialogues, pen pal letters Other assessment options: Students will introduce themselves and a friend (via photo) to the class. They will tell their names, ages and nationalities.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship</u> between cultural practices and perspectives.	Students will engage in a cultural exchange with a penpal in France. Our middle school students have a connection in Reims and at the high school, there is a connection with a school in Mende.
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary, Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Introduce oneself and someone else.	"Tu v. Vous" Informal and formal "You"	
Greet someone and say goodbye.	Cognates: what are they and find examples	Edpuzzle
Getting to know each other: sharing our name, how we feel, what we like, where we are from, and how old we are.	Greetings and farewell + body talk (la bise, etc.)	Quizlet
Say and identify the numbers 0-20 in French, while being introduced to the gestures used to count in French.	Personal identity (name, age, origin, feelings (ça va?))	Quizzz
Say the alphabet in French and understand the concept of the 5 accents in French	Introduction to colors and numbers (0-20)	Duolingo
Respond to classroom commands.	Alphabet practice using "comment ça s'écrit?"	Pen Pal letter

Ask how words are spelled	Introduction to verbs such as S'APPELER, HABITER, AIMER, ETRE, AVOIR, using the I and YOU forms and expression such as AVOIR BESOIN de	Story asking - Picture talk - Retell and Write - Ping Pong reading
Use "Survival French" expressions to give classroom commands and ask the teacher something	Culture: Introduction of the French speaking world (la francophonie)	https://enseigner.tv5monde.com/fiches-pedagogiques-fle/adomania-vies-de-collegiens
Identify key cultural aspects of France and Paris	Culture: Reflection about why does it matter to learn another language	https://www.youtube.com/playlist?list=PLD06667hOzwhyOzXQN7lxY8-K_UJRakJL
Consider the similarities and differences brought to cultures through languages.	Culture: How do people greet one another in the world? Faire la bise, hand-free greetings.	
	Introduction to the day/date and the weather (Calendar talk)	
	Titles: Monsieur, Madame, Mademoiselle	
	Introduce days of the week, date, weather (Calendar Talk)	

Unit 2: On se présente? (Talking about oneself and someone else)		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
- How do I exchange information about my identity and that of others? - How does language change depending on the situation and the audience?	Talking about oneself and someone else, likes/dislikes & leisure activities.	Novice Low Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts. 1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	<i>Interpretive: Students will read and match short descriptions of students from the class. The information will be collected during our 5-7 minute long interviews of the special person of the week (la personne speciale) and later used for reading and listening comprehension. Other assessment options: Students will listen to short videos from people from different French-speaking countries and will use the information learned to compare themselves with those person using a Venn diagram</i>
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to <i>negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</i>	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Interpersonal: You are on a vacation and meet a new friend. Greet and introduce yourself. Other assessment options: May include but not limited to the following: Having a conversation to talk about your likes/dislikes and interests, talk about your age and others ages using numbers, talk about time and events using numbers</i>
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</i>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	<i>Presentational: Share with your Pen pal in France a Google slide presentation of your favorite animal, person or fictional hero. Introduce him/her, present the connection to you and have him/her share about himself/herself using ETRE, AVOIR and 3 -ER verbs including AIMER. Other assessment options: You are in a French-speaking country. Write a letter to your family or friends telling about the weather and what you like to do.</i>
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	<i>Though our Penpal exchange, students will compare their city, important places and share about what they think make their city an exciting place to live.</i>
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Describe oneself and others	Use of C'est...	
Apply the gender agreement when using adjectives	Verbs ETRE and AVOIR with il/elle/on Intro to -ER verbs: Verb S'APPELLER , HABITER , AIMER with il/elle/on	Edpuzzle
Talk about what oneself and someone else has: family members, pets or favorite objects	Use AIMER , PREFERER to talk about preferences	Quizlet / Quizlet live / Blooket
Use the structure "ne...pas" to make a sentence negative	Definite and indefinite articles	Quizzz
Point at basic body parts	Subject pronouns	Duolingo
Ask about things in the classroom and what students need for each class	Adjective agreement	Pen Pal letter

	Possessive adjectives: my, your, his/her	Story asking - Picture talk - Retell and Write - Ping Pong reading
	Negative sentences with "Ne...pas"	https://enseigner.ty5monde.com/fiches-pedagogiques-fle/adamania-vies-de-collegiens
	Review of colors and body parts for physical descriptions (eyes, hairs)	https://www.youtube.com/playlist?list=PLD0666ZhOzwhyOzXQN7ixY8-K_UIRakJL
	Possession related to family and pets	Weekly - La personne speciale
	Les animaux	Weekly - le petit quotidien / calendar talk
	Classroom objects	Bon Voyage/ Bien dit / Tes branche (textbook)
	Numbers 0-60, colors	Alice Ayel : Story telling - Saison 1
	Continue with days of the week, date, weather (Calendar Talk)	
	Class reading: Edi l'elephant	
	Culture: French in the US and its connection with the English language	
	Culture: further explorations of French speaker teenagers and artists	
	Culture: focus on one holiday celebration in the French speaking world (La Toussaint, la Saint Nicolas)	
	Culture: Animals in French speaking countries, pedagogical farms	
	Project:	

Unit 3: A l' école et pendant le temps-libre (at school and during free time)		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
- How is student life at my school similar to and /or different from student life in a francophone culture? - How do courses and schedules reflect the educational values of a community? - What places, people, and activities define student life? - What activities do friends in other countries do together?	Typical school day Sports and activities Preferences	Novice Low Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts. 1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students will look at a school schedule from a francophone country and identify the classes that the student is taking. The students will also be able to explain the differences between their schedule and the schedule from another country.
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can <u>meet my needs</u> or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students will be able to ask and answer questions about a school schedule.
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	Students will present in writing and orally their school day and that of a friend. They will be able to describe their schedule and what they do after school/.
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	Research project on the Frenchspeaking world: many topics are highlighted such as industries, geography, climate, music, language, celebrations, popular activities, celebrities or food. Students are also invited to prepare a dish from the country they researched. Students learn from one another research through a gallery walk where they look for answers to the guiding questions prepared by each group.
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary, Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
<i>Transition unit between French 1.a and French 1.b in middle school. Allow for Unit 1 and Unit 2 review.</i>		
describe their school day (classes/schedule/supplies)	classroom / school vocabulary	
share about the classes they take and when	academic subjects	Edpuzzle
talk about their favorite activities in school and outside of schools	how to tell time + numbers to 100	Quizlet
express what their friends and them like to do (in written and conversational form).	Negation with "de"	Quizizz
compare schools, schedules, classes, vacations and leisure activities	Use of verbs of preferences (ADORER, AIMER, PREFERER, DETESTER) + Infinitive structure	Duolingo

	Position of adverbs (un peu, bien, vraiment, beaucoup)	Pen Pal letter
	-ER verbs conjugation	Story asking - Picture talk - Retell and Write - Ping Pong reading
	After school activities + Use of JOUER (à) et FAIRE (de)	https://enseigner.tv5monde.com/fiches-pedagogiques-fle/adomania-vies-de-collegiens
	Idioms with AVOIR (AVOIR faim, soif, peur, froid, chaud, avoir besoin de, avoir envie de, avoir raison, avoir tort)	https://www.youtube.com/playlist?list=PLD06667hOzwhyOzXQN7lxY8-K_UJRakJL
	Interrogatives words (qui, où, quand, comment, pourquoi, combien, à quelle heure)	https://lingua.com/french/reading/
	Class reading: Edi l'elephant	https://www.audio-lingua.eu/spip.php?page=rechercheavancee&lang=fr&id_rubrique=1&mot2=10&mot3=29&mot4=26&mot5=27&tri=date
	Culture: focus on Quebec	Bon Voyage/ Bien dit / Tes branche (textbook)
	Culture: the similarities and the differences in after school activities and in the life of a French-speaking student	Alice Ayel ; Story telling - Saison 1
	Culture: Roland Garros, le Tour de France, ...	
	Culture: Healthcare in francophone countries	
	Project: French speaking countries	

Unit 4: Ma famille (family) et nos loisirs		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
- Who are the members of a family? - Which attributes and interests do family members share? - Which places and activities bring families together in our culture and in Francophone cultures? - What make a house a "home"?	Family members Introduction to the house vocabulary Places in the city and directions	Novice Low - Mid Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Prompt: "You contact a television network to take part in the TV show "Portrait d'enfant" in which teenagers from around the world talk about their daily lives". Step 1: Interpretive: Watch the video of Aimelyne, a French teenager, and answer 5 comprehension questions to check for understanding.
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal writing: Follow-up by writing an email to apply to take part of the show. Students will write the email based on the video they previously watched and the ad presenting the TV show and the conditions to apply.
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Presentational speaking: Student will record a audio or a video following Aimelyne's model. They will present themselves, present the people in their entourage and talk about something they like to do, explaining why and adding how often and where they usually do these activities.
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Along with the video of Aimelyne, students will watch and read many other presentations of people from different French speaking countries. Students will then create a Venn Diagram comparing and contrasting their identity characteristics to the identity of a Francophone student.
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
use words related to family	how to identify family members	Edpuzzle
describe family members and provide age, likes and dislikes, origins	how to use the verb "to go" - Aller (à, vers) and talk about direction	Quizlet
use possessive adjectives (my, your, his/her,...)	places in the city	Quizizz
talk about professions	types of transportation	Duolingo
talk about where people are going	directions	Pen Pal letter
talk about the near future	basic vocabulary about housing and food	Story asking - Picture talk - Retell and Write - Ping Pong reading
Review adjectives agreement (Gender/number)	How to use "ALLER + infinitive" to express the near future	https://enseigner.tv5monde.com/fiches-pedagogiques-fle/adomania-vies-de-collegiens

Extend the use of BANGS adjectives	Possessif adjectives: mon, ma , mes... leur, leurs	Bon Voyage/ Bien dit / T'es branche (textbook)
	Class Reading: Brandon Brown a la conquete de Quebec	
	Vocabulary of professions	Alice Avel: Story telling - Saison 2
	Prepositions with place and country names	

Unit 5: Bon appétit (food and meals)		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What is the role of food in everyday life? How does food reflect francophone cultures? What are the habits and traditions affiliated with meals in the francophone world? What makes a healthy diet?	Food and meals Places where to eat and/or buy food Responsible choices relating to food	Novice Mid Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Prompt: You are going to present your favorite dish. First, you will have an opportunity to view a recipe video. Then you are going to prepare a presentation describing your favorite dish. Finally, with a partner, you will make a grocery list for the ingredients you need." Step 1: Interpretive task: Students will watch a video and respond to 5 comprehension questions.
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Step 3: Interpersonal task: Students will prepare their visit to the grocery store by preparing a list for the ingredients they need. They will list the ingredients, then in pair discuss the quantities they need for each item and plan which stores they will visit to get the ingredients they need.
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Step 2: Presentational task: Students will present their favorite dish to the class (or by making a video) and share about the ingredients and how healthy the dish is.
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Using pictures and videos, or books such as "Hungry planet " by Peter Menzel and Faith DALuisio, students will learn about different shopping and cooking practices, will compare them and will reflect on their own needs, preferences and practices.
Standard 5: Global Competence and Community Engagement (GCE) —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Name food items and give suggestions for healthy eating	how to identify, order and buy food in different settings	Edpuzzle
Describe and compare eating preferences	how to express different quantity of food using the partitif	Quizlet
Order and pay for a meal in a restaurant	how to express what they eat or drink using more verbs such as VOULOIR, PRENDRE, BOIRE + review of -ER verbs such as MANGER (nous mangeons) or ACHETER (j'achète) and their rules.	Quizzz
Make a shopping list for groceries	Adverbs of quantity (trop de, beaucoup de, assez de, un peu de)	Duolingo
Make purchases in a grocery store	Partitive articles (de la, du , des, de l')	Pen Pal letter

Recognize how Francophone cultures demonstrate responsible attitudes and practices toward food-related issues.	Giving suggestions: il faut + infinitive	Story asking - Picture talk - Retell and Write - Ping Pong reading
	Preposition choice: Chez le boulanger vs à la boulangerie	https://enseigner.tv5monde.com/fiches-pedagogiques-fle/adomania-vies-de-collegiens
	Vocabulary of food, eating habits, meals and expressing preferences	Bon Voyage/ Bien dit / Tes branche (textbook)
	Useful phrases for restaurants and for grocery stores	
	Vocabulary for menus, quantities, grocery stores and vendors	Alice Aye! : Story telling - Saison 2
	Culture: Markets in different parts of Africa	
	Culture: La semaine du gout en France / sigles de qualite	
	Culture: Meals and their place in the day	
	Culture: Food being wasted (le gaspillage)	

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.	x	x	x	x	x
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	x	x	x	x	x
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	x	x	x	x	x
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x	x
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x	x
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	x	x	x	x	x
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	x	x	x	x	x
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	x	x	x	x	x
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	x	x	x	x	x