

French 4	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>World Languages French 4</i>	<i>2 terms/ 1 semester</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>6/</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>French 3</i>	<i>6/2023</i>
PRIMARY RESOURCE if applicable	
<i>Bien Dit, Book 2, Houghton Mifflin Harcourt</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p>French 4 will expand previous knowledge through the study of travel and public transportation in Paris, holidays, animals and the farm in France. Students will speak, write, read, and comprehend in the indicative and subjunctive mood. Students will also read authentic French short stories and will explore French cinema.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
<p>Comparing and contrasting one’s own and other language and culture enables individuals to gain new insight about self and the world.</p> <p>Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.</p> <p>Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</p> <p>Culture and language are inseparable; they influence and reflect each other.</p> <p>The study of world languages enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>Unit 1: What happened, what will happen, and what could happen in the context of a story? Who inspires me and why?</p> <p>Unit 2: What makes places unique and different? How does travel differ around the world? What impacts the quality of travel?</p> <p>Unit 3: How does literature reflect culture, history, economics, and/or politics? What lessons are taught and what does that say about culture?</p> <p>Unit 4: How do holidays and rituals reflect history, culture, politics, or economics?</p> <p>Unit 5: How does literature reflect culture, history, economics, and/or politics? What lessons are taught and what does that say about culture?</p>
PRIORITY STANDARDS	
<i>Students will know and be able to...</i>	
<p><b>Standard 1 Interpretive Communication:</b> 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>	
<p><b>Standard 2 Interpersonal Communication:</b> 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.</p>	
<p><b>Standard 3 Presentational Communication:</b> Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> 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.</p>	
SUPPORTING STANDARDS	
<i>Students will know and be able to...</i>	
<p><b>Standard 4 Intercultural Communication</b> Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p>	
<p><b>Standard 5 Global Competence and Community Engagement</b> 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</i> within their local and global communities.</p>	

La rentrée		
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 happened, what will happen, and what could happen in the context of a story? Who inspires me and why?	Stories & Inspiring people	<p><i>Novice High - Intermediate low</i></p> <p><i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i></p> <p><a href="#">Interpersonal Speaking</a></p> <p><a href="#">Interpersonal Writing</a></p> <p><a href="#">Interpretive</a></p> <p><a href="#">Presentational Speaking</a></p> <p><a href="#">Presentational Writing</a></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>
<b>Standard 1 Interpretive Communication:</b> 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>1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.</p> <p>1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.</p> <p>1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.</p>	<i>Given a level appropriate reader, students will identify the main characters of a story, describe and analyze the characters, and make predictions about their behavior. Embedded in the story analysis is a review of "passé composé, imparfait, futur, &amp; conditionnel."</i>
<b>Standard 2: Interpersonal Communication (IP)</b> —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.	<p>2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.</p> <p>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.</p> <p>2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.</p>	<i>Based on a level appropriate reader, students will express their opinion on who is the most important character in the story and why.</i>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> 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.	<p>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></p> <p>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></p> <p>3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i></p>	<i>Students will write the epilogue of the story and then present their version to a small group.</i>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> 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</u> on the <i>relationship between cultural practices and perspectives.</i>	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —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</i> within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of <i>language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</i>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; 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>(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
tell what they did this summer and how they felt about it	review of the "passé composé, imparfait"	<a href="#">un aventure de l'été</a>
tell what happened, what will happen, what could happen within the context of a story	review of the "passé composé, imparfait, futur simple, et présent du conditionnel"	<a href="#">Problèmes au Paradis</a>
describe a picture in depth	adjective agreement	<a href="#">Petit chaperon rouge</a> <a href="#">adjective packet</a>
say the someone or something is the best/the worst	<a href="#">superlative</a>	<a href="#">Description avec des adjectifs</a> <a href="#">Presentation: Une personne qui m'inspire</a>

Unit 2 - Paris, les hôtels et le métro		
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:
<p>What makes places unique and different? How does travel differ around the world? What impacts the quality of travel?</p> <p>Guiding Questions How do I find a hotel/youth hostel in Paris? How do I get around Paris? What are the essential monuments of Paris?</p>	Paris, the hotel and the metro	<p>Novice High - Intermediate low</p> <p>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</p> <p><a href="#">Interpersonal Speaking</a></p> <p><a href="#">Interpersonal Writing</a></p> <p><a href="#">Interpretive</a></p> <p><a href="#">Presentational Speaking</a></p> <p><a href="#">Presentational Writing</a></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>
<p><b>Standard 1 Interpretive Communication:</b> 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></p>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	<p>Students will interpret a map of Paris and the Parisian métro and describe how to get from one monument to another.</p>
	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.	
<p><b>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.</b></p>	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<p>Role Play: Students will have a discussion between the receptionist and the customer talking about a problem in their hotel room.</p>
	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.	
<p><b>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.</b></p>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	<p>Students will be a tour guide for teenage tourists to a monument in Paris.</p>
	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		
<p><b>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.</b></p>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	
<p><b>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.</b></p>	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 &amp; 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...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
<b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> (i.e.-Vocabulary, Grammatical Structures), Syntax)	<b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
choose a hotel in Paris based on what they want to do while they are there	<a href="#">vocabulary</a>	<a href="#">Explore Parisian hotels by arrondissement</a>
explain how to get from one place to another using the metro	<a href="#">vocabulary</a>	
express their hopes, desires, fears, wishes, wants	the subjunctive mood	<a href="#">livret du subjonctif</a>
embellish how they do something	adverb formation	
say that they just did something	review "venir de"	

Unit 3 - La Belle et la Bête		
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 does literature reflect culture, history, economics, and/or politics? What lessons are taught and what does that say about culture?  Guiding Questions: What is the plot of the <i>La Belle et la Bête</i> by Madame Leprince de Beaumont? What are the lessons of this story? How does the text by Leprince de Beaumont compare to the film of Jean Cocteau?	Beauty and the Beast	<i>Novice High - Intermediate low</i>  <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>  <a href="#">Interpersonal Speaking</a>  <a href="#">Interpersonal Writing</a>  <a href="#">Interpretive</a>  <a href="#">Presentational Speaking</a>  <a href="#">Presentational Writing</a>
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>
<b>Standard 1 Interpretive Communication:</b> 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>After reading the story in French and watching the version by Cocteau, students will identify differences between the two and explain whether the differences improve or detract from the written text.</i>
<b>Standard 2: Interpersonal Communication (IP)</b> —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 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>Role play. Students will choose two different characters from the Belle et la Bête and interpret an interaction between them based on scenes from the story.</i>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> 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. 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>Students will present an original fairy tale.</i>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —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.	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —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</u> 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 &amp; 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> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
read the adapted text <i>La Belle et la Bête</i> by Mme Leprince de Beaumont	present participle and gerunds	<a href="#">La Belle et la Bête</a>  <a href="#">vocabulary</a>
understand the use of the "passé simple" and the imperfect in the context of the story	<a href="#">Le passé simple: explanation packet</a>	
say what is theirs or somebody else's	pronouns: moi-même, toi-même, elle-même, lui-même, etc possessive pronouns: le mien, la mienne, les miens, les miennes, etc	<a href="#">Les pronoms possessifs</a>
identify the qualities they "must" have in a partner	Il faut qu'il/elle/iel soit...	<a href="#">Rank order qualities</a>

compare the text version of the [La Belle et la Bête](#) to the film version by Jean Cocteau

review the structure of a compare and contrast essay

[La Belle et la Bête: Leprince de Beaumont et Cocteau](#)

Unit 4 - Les Fêtes		
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 holidays and rituals reflect history, culture, politics, or economics?  Guiding Questions: What are the main holidays of the Francophone (French-speaking) world? Why is July 14 the day of French Independence? What are the main details of the French Revolution of 1789? How does the French national anthem compare to that of the U.S.?	Holidays & the Marseillaise	<i>Intermediate low- Intermediate mid</i>  <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>  <a href="#">Interpersonal Speaking</a>  <a href="#">Interpersonal Writing</a>  <a href="#">Interpretive</a>  <a href="#">Presentational Speaking</a>  <a href="#">Presentational Writing</a>
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>
<b>Standard 1 Interpretive Communication:</b> 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>Students will read, analyze, and compare the French, Canadian, and Moroccan national anthems.</i>
<b>Standard 2: Interpersonal Communication (IP)</b> —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 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>Role play. American student/ Foreign Exchange Student. The AS will explain to the FES how they celebrate one of the American holidays in their family.</i>
<b>Standard 3: Presentational Communication (PS)</b> —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 <i>describe their lives, experiences, and events.</i> 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> 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	<i>Students will research and present a festival or holiday that takes place in a francophone country.</i>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —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>	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —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 &amp; 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> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
describe different holidays in the French-speaking world		*Mary has vocab list and project on holidays in France. Here is another list: L'Épiphanie, la Chandeleur, Mardi gras, le carnaval, Pâques, l'Aïd al-Fitr, La fête nationale, Têt Trung Thu, la Toussaint, la Saint Nicolas, Noël et le Nouvel An (en France, à Haïti, en Martinique et au Vietnam)
describe what they want someone else to do/say/think say what they wish would happen	subjunctive mood with will and desire: je veux que... "souhaiter" and boot verbs in the subjunctive	<a href="#">Mes préférences</a>
compare and contrast the French national anthem with that of the United States recite/sing "La Marseillaise"		<a href="#">Analyze "La Marseillaise"</a>

describe who Marie Antoinette and Louis XVI were in the context of the French Revolution of 1789, along with their palace in Versailles

Optional text "La Misère dans la campagne" by the English explorer Young and excerpt from the memoir of Mme Vigée-Lebrun, the portraitist of Marie Antoinette

Unit 5 Les animaux et la Fontaine		
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 does literature reflect culture, history, economics, and/or politics? What lessons are taught and what does that say about culture?  Guiding Questions: Who was Jean de la Fontaine? What are fables and why did he write them? What are the lessons of his fables?	Animals and the Fable of La Fontaine	<i>Intermediate low- Intermediate mid</i>  <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>  <a href="#">Interpersonal Speaking</a>  <a href="#">Interpersonal Writing</a>  <a href="#">Interpretive</a>  <a href="#">Presentational Speaking</a>  <a href="#">Presentational Writing</a>
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>
<b>Standard 1 Interpretive Communication:</b> 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.	<i>Students will listen to the big books that the other students have adapted and presented and be able to answer questions about the characters, the story line and the morals.</i>
<b>Standard 2: Interpersonal Communication (IP)</b> —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.	<i>Role play. Students will play the roles of animals in different fables.</i>
<b>Standard 3: Presentational Communication (PS)</b> —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.	<i>Students will present a big book of one of the Fables that they have adapted to simplified French. After watching the video about round animals, the students will create their own round animals describing its habitat and behaviors.</i>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —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.	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —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 &amp; 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... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
name the animals of the farm and of the fables, and make their sounds in French		Students will write to their French penpal describing their city and explain if they prefer a more urban, rural, or suburban lifestyle.
ask "Which one?" and answer "That one/This one/These/Those!" And answer with "My mom's (that of my mom's)" and "the one that my mom likes/the one that is pretty"	Interrogative pronouns like "Lequel?" and demonstrative pronouns like "Celui-là, Celui de ma mère. Celui que ma mère aime. Celui qui est joli."	
use the subjunctive after certain conjunctions"	pour que, afin que, bien que, quoique, avant que, sans que, à condition que, à moins que, pourvu que, jusqu'à ce que, de peur que, en attendant que	
read the excerpt "Après tout, je suis paysan"	vocabulary of the farm and of the city	

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Standard 1 Interpretive Communication:</b> 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
<b>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.</b>	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
<b>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.</b>	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