

French 3	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>World Languages French 3</i>	<i>2 terms/1 semester</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>6/2023</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>French 2</i>	<i>6/2023</i>
PRIMARY RESOURCE if applicable	
<i>Bien Dit, Book 2, Houghton Mifflin Harcourt</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
Through the study of French-speaking people, French 3 will expand previous knowledge with the study of childhood activities and games, gastronomy (food and dishes), camping and school. Students will express themselves and initiate conversations. Students will speak, read, write, and comprehend with an emphasis on distinguishing between the passé composé and the imparfait in storytelling. Students will learn how to tell what will happen in the future and what would happen if certain conditions existed.	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	UNIT 1: Who am I? What am I like? What are the people around me like? How do we compare? How do our daily routines compare/contrast?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	UNIT 2: What is the art of storytelling and why is it important? Who am I? What was I like and what did I used to do when I was younger?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	UNIT 3: What is La Gastronomie? How is culture and La Gastronomie connected? How is food in the target culture (France/Québec/Maghreb) different than that of my own?
Culture and language are inseparable; they influence and reflect each other.	UNIT 4: How do I interact with nature? What would I do in certain situations?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	UNIT 5: How does my school day compare to that of a French student? How do the American and French educational systems compare? Who am I? What will be when I grow up? How does technology (smartphone and social media) impact daily life?
PRIORITY STANDARDS	
<i>Students will know and be able to...</i>	
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.	
Standard 2 Interpersonal Communication: 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.	
Standard 3 Presentational Communication: 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.	
SUPPORTING STANDARDS	
<i>Students will know and be able to...</i>	
Standard 4 Intercultural Communication 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.	

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 - Qui suis-je?		
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 am I? What am I like? What are the people around me like? How do we compare? How do our daily routines compare/contrast?	Who am I?	Novice High- Intermediate Low <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i> 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</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 authentic informational texts from diverse communities and contexts. 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.	Students will read and interpret an article about someone's summer adventures. They will be able to answer comprehension questions and synthesize information.
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 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.	Students will ask and answer questions based on what they have done since their last French class.
Standard 3: Presentational Communication (PS) —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.	Students will present the 5 "best" things that they did over the course of the past year.
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.	
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</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 & 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
describe their friends and family and self	adjective agreement, comparison and superlatives; present tense verbs	
tell what they did over the summer/first semester	passé composé	Les 5 meilleures activités de mon été
about the day in the life of an imaginary character/ family member/pet	reflexive verbs	

Unit 2 - Des souvenirs d'enfance et l'art de raconter une histoire		
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 art of storytelling and why is it important? Who am I? What was I like and what did I used to do when I was younger? <i>Guiding questions:</i> Who is the main character of the story/fable? What did they want? What was the problem? How was it resolved/what was the lesson?	Childhood memories and storytelling	Novice High- Intermediate 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 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.	Students will read and interpret an article about what children used to do in the past and respond to comprehension questions
	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.	
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.	Role play. Students will ask and answer questions about what they used when they were younger.
	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.	
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.	Students will create a presentation about what they used to do when they were younger.
	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.	
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.	
	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>		
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
to tell what they used to do when they were younger	vocabulaire	Mon Enfance
	imperfect tense	Formation of the imperfect
to tell a story in the past tense; differentiating how to move between the passé composé and the imparfait	how do we use the imperfect in the context of telling a story, including description, feelings, interrupted actions, etc.	Uses of the imperfect
	imparfait v. passé composé	Uses of the imperfect Guided Notes
		Key Expressions
		Interrupting actions
	"Would it be meaningful/engaging to do a grandparent (or other person in life/family interview here?)	Story Mapping
		"Chemise d'or"

	Tyranno le Terrible
	My Own Fable
	Tête-à-tête: Interview of the past

Unit 3 - La Gastronomie		
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 is La Gastronomie? How is culture and La Gastronomie connected? How is food in the target culture (France/Québec/Maghreb) different than that of my own?</p> <p><i>Guiding Questions:</i> How do people shop for food in France? What are popular dishes in the Francophone world?</p>	Food shopping and meal preparation	<p><i>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>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>
<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>	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <u>authentic informational texts</u> from diverse communities and contexts.	<p><i>Students will be able to read and interact with an appropriate article on food, a recipe, a regional dish and/or manners and answer comprehension questions and synthesize the information.</i></p>
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <u>authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <u>authentic conversations and discussions</u> from diverse communities and contexts.	
<p>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.</p>	2.a. I can <u>exchange information, and ideas</u> about <u>relevant issues and diverse topics</u> in linguistically and culturally responsive interactions.	<p><i>Role play. Students will be able to ask and answer questions based on a situation involving cooking, grocery shopping, or the differences in manners between different cultures.</i></p>
	2.b. I can <u>meet my needs or address situations</u> related to <u>relevant issues and diverse topics</u> 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>Standard 3: Presentational Communication (PS)—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 <i>inform, explain, persuade, and narrate</i> 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 <u>describe their lives, experiences, and events</u> .	<p><i>Students will be able to demonstrate through a video the importance of and how to prepare a regional dish from a francophone region.</i></p>
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <u>convey a preference, opinion, or persuasive argument</u> .	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <u>inform, describe, or explain</u> .	
SUPPORTING STANDARDS AND LEARNING TARGETS		
<p>Standard 4: Intercultural Communication (IC)—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>	4.b. I can <u>investigate, explain, and reflect on the relationship</u> between <u>cultural practices and perspectives</u> .	
<p>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</i> to improve conditions within their local and global communities.</p>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills</u> to <u>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>		
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
identify fruits, vegetables, and certain recipes in French	the partitive article, the pronoun "EN", vocabulary	Mon monstre de nourriture
identify the specialty food shops in France (target culture)	commands: the imperative	
compare school lunches in French and American schools	the pronoun "Y"	
prepare a dish inspired from the French-speaking world	the pronoun "EN", commands	C'est moi, la cheffe/le chef
analyze a film based on the information they have learned about French cuisine and cooking		Ratatouille
tell what they have done for them	faire causatif	

Unit 4 - On fait du camping		
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 interact with nature? What would I do in certain situations?	Camping and nature	<i>Intermediate Low</i> 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</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 authentic informational texts from diverse communities and contexts.	Students will be able to read and interpret a story about an outdoor adventure/camping or about a park in a Francophone region. They will be able to answer comprehension questions and synthesize the text.
	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 <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.	Role play. Students will discuss a camping trip or outdoor adventure with each other. They will be able to talk about the outdoor activities that they did and the animals that they saw.
	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.	
Standard 3: Presentational Communication (PS) —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 <i>describe their lives, experiences, and events</i> .	Students will draw a cartoon story of a camping or outdoor adventure incorporating dialogue into their story.
	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> .	
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</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 relationship between cultural practices and perspectives.	
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</i> 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</u> 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>		
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
describe a camping trip either real or imaginary	vocabulary	Une "vraie" histoire de camping
say what they would do if certain conditions existed	the present tense of the conditional	Projet SIC Projet SIC example

Unit 5 - À l'école		
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 my school day compare to that of a French student? How do the American and French educational systems compare? Who am I? What will I be when I grow up? How does technology (smartphone and social media) impact daily life?	At school	Novice High 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.	Students will read about the school day of a Francophone country (France, Canada, Belgium, Sénégal, etc) and will then compare and contrast them to a typical day in their school.
	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.	
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.	Role play. American Student/Foreign exchange student. AS will answer questions of FES as to what the school day is SDE.
	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.	
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 <i>describe their lives, experiences, and events.</i>	Students will write and present a dialogue about a "typical" day in high school.
	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>	
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>	
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...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
describe their school day	vocabulary	A typical day at BCHS dialogue
compare their school schedule to a French student's schedule	suivre les cours=to take classes	school schedule - France
compare the French and American grading system, report card, and the Bac	réussir, rater/échouer	French School System
		French Report Card
say what they will do in the future	future tense	Moi dans dix ans
discuss the use of social media	les reseaux sociaux, sondage: Tu es accroc?	Meme Intro
		Make a meme inspired by social media/technology

smartphone challenge

[smartphone vocab](#)

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