



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School French I Curriculum

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

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Preliminary Unit: Introduction to French	Topic 1: Greetings and Introductions Topic 2: Geography Topic 3: Alphabet, Cognates & Names Topic 4: Days & Weather
3 Weeks	Unit 1: Bonjour! (Hello!)	Topic 1: Numbers 0-60 Topic 2: The verb être & subject pronouns
2 Weeks	Unit 2: J'aime (I like)	Topic 1: Activities Topic 2: Two verb constructions Topic 3: Aimer & definite articles
3.5 Weeks	Unit 3: Au lycée (At School)	Topic 1: Regular -ER verbs Topic 2: The verb avoir Topic 3: Telling time
3.5 Weeks	Unit 4: Ma famille et mes amis (My family and my friends)	Topic 1: Family Topic 2: Adjectives Topic 3: Numbers 0-100

Curriculum Revision Tracking

August 2024

The French curriculum was revised to align with National French standards, Advanced Placement French and Metropolitan Community College.

Preliminary Unit: Introduction to French

Subject: French 1

Grade: 9-12

Name of Unit: Preliminary Unit: Introduction to French

Length of Unit: 3 Weeks

Overview of Unit: This unit will introduce the language and francophone countries. The language will review basic introduction vocabulary, days of the week, weather, and greetings.

Priority Standards for unit:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Ask and answer questions about very familiar topics.
 - Engage in common classroom interactions such as, greetings, stating needs and preferences.
- FL. K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
 - Identify people, places and things based on oral and written descriptions.
 - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL. K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL. K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.

Supporting Standards for unit:

- FL. K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL. K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
 - Use target language vocabulary to refer to items and concepts learned in other subject areas.

- FL. K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- FL. K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
 - Recognize the target language when encountered outside the world language classroom.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences.	Engage	Apply	1
people, places and things based on oral and written descriptions	Identify	Remember	1
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	1
illustrated stories about activities or events and share them orally or in writing	Prepare	Apply	1
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1

Essential Questions:

1. How do I greet people formally and informally?
2. How do I describe days of the week and weather expressions?
3. How do I pronounce all letters of the alphabet?

Enduring Understanding/Big Ideas:

1. Students will use the proper subject pronouns and vocabulary to be able to differentiate between a formal and informal greeting.
2. Students will be able to use days of the week and weather expressions to describe their surroundings and dates.
3. Students will correctly pronounce all the letters of the alphabet.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Days of the Week • Greetings • Numbers to 31 • Weather

Resources for Vocabulary Development: Quality Tools

Topic 1: Greetings and Introductions

Engaging Experience 1

Title: Greetings/How are you?

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

Supporting:

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

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

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 2: Geography

Engaging Experience 1

Title: Where are they located?

Suggested Length of Time: 25 Minutes

Standards Addressed

Priority:

- FL. K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
 - Identify people, places and things based on oral and written descriptions.

Supporting:

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

Detailed Description/Instructions: After the unit on countries and capitals allow students to work with a partner to fill in a map of French-speaking countries. Have them first attempt to do the activities using only their knowledge and their partner's knowledge. Then allow them time to look up the information. Then have students use colored pencils or crayons to color each country a different color. Have them draw something on top of each country to help them to remember. For example: France... the Eiffel tower.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Alphabet, Cognates, and Names

Engaging Experience 1

Title: Alphabet/Pronunciation

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

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

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Alphabet/Names - Listening

Suggested Length of Time: 30 Minutes

Standards Addressed:

Priority:

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

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

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Class participation, check for understanding

Topic 4: Days and Weather

Engaging Experience 1

Title: Expressing Weather and season - Written expression

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

Supporting:

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

Detailed Description/Instructions: Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and co-write a description of the weather and season for each one with their teacher.

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Participation

Engaging Experience 2

Title: Weather - Intrapersonal/ Pronunciation

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

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

Supporting:

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

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

Bloom's Levels: Apply

Webb's DOK: 1

Rubric: Participation

Engaging Experience 3

Title: Expressing dates

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

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

Bloom's Levels: Apply

Webb's DOK: 1

Rubric: Check for understanding

Engaging Scenario

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

It is the first day of school in Paris and you are meeting a classmate for the first time. Introduce yourself and exchange pleasantries. Find out each other's name, age, nationality, and home city. Include as much as you can from memory and be as natural as possible. This will be performed in front of the teacher and/or the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Greetings and Introductions	Greetings/How are you?	Students will have previously learned how to greet people and ask, “how are you?” in different registers (tu vs. vous.). In this experience, students will randomly select a card, identify a person that they will need to greet, ask how they are and use any appropriate cultural gestures, actions in the greeting.	45 Minutes
Geography	Where are they located?	After the unit on countries and capitals allow students to work with a partner to fill in a map of French-speaking countries. Have them first attempt to do the activities using only their knowledge and their partner’s knowledge. Then allow them time to look up the information. Then have students use colored pencils or crayons to color each country a different color. Have them draw something on top of each country to help them to remember. For example: France... the Eiffel tower.	25 Minutes
Alphabet, Cognates, and Names	Alphabet/ pronunciation	Students will randomly select cards with various cognates and vocabulary and spell the word on the card to the teacher, using correct pronunciation in French and including names of accents.	45 minutes
Alphabet, Cognates, and Names	Alphabet/ Names - Listening	Students will listen to the teacher spell words, cognates and names in French and write the appropriate spelling on their paper.	30 Minutes

Days and Weather	Expressing Weather and season - Written expression	Students will look at various pictures of different weather scenes (ex. a sunny day at the pool) and co-write a description of the weather and season for each one with their teacher.	45 Minutes
Days and weather	Weather - intrapersonal/ pronunciation	Given a map of France with various weather icons, students will ask what the weather is like in different areas and partners will answer. Partners will then switch roles.	30 Minutes
Days and Weather	Expressing dates	Students will be given a chart and fill in five classmates' names along the side. Students will then be required to ask the birthday of each different individual, listening to the French and writing the date down in English.	45 Minutes

Unit 1: Bonjour!

Subject: French 1

Grade: 9-12

Name of Unit: Unit 1: Bonjour!

Length of Unit: 3 Weeks

Overview of Unit: Students will continue to develop an understanding of similarities and differences between French and English and how to greet people according to cultural context and express where people are from and what they are like using a variety of subject pronouns and common cognates (adjectives).

Priority Standards for unit:

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

Supporting Standards for unit:

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

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates	Cite	Remember	1
similarities and differences between the sound and writing system of target and native language.	Report	Remember	1

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Common Cognates (including adjectives) • Greetings & Introductions • Numbers

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

Topic 1: Numbers 0-60

Engaging Experience 1

Title: Number identification and Pronunciation

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

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

Supporting:

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

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

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Class participation, check for understanding

Engaging Experience 2

Title: Numbers - Written expression

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL. K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

- Report similarities and differences between the sound and writing system of target and native language.

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

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Check for understanding

Engaging Experience 3

Title: Numbers-Listening

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

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

Supporting:

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

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

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Check for understanding

Topic 2: The verb être & subject pronouns

Engaging Experience 1

Title: Description

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - Identify people, places and things based on oral and written descriptions.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting:

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

Detailed Description/Instructions: Students will write simple descriptions of people and where people are from using a variety of subject pronouns. Students will then read sentences to a partner and the partner will identify the person being described (Kylian Mbappe, Audrey Tautou, Gims, etc.)

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

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

Write a short paragraph to your new penpal in France. Introduce yourself and ask how they are doing. Be sure to tell them your name, age, nationality, home city and what you are like (two or more adjectives. Include as much as you can and then ask them questions to find out more about them!

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Numbers 0 - 60	Number identification and Pronunciation	Students will look at an authentic newspaper ad, advertising school supplies (ex. Monoprix or Office Depot) and will identify and pronounce correctly the price in French, using numbers 1-60.	30 Minutes
Numbers 0 - 60	Numbers - written expression	Students will write out in French the answer to simple math problems in French, spelling the answer correctly.	30 Minutes
Numbers 0 - 60	Numbers - Listening	The teacher will recite various phone numbers in France (pointing out that French phone numbers are said in two-digit fashion) and students will write down numbers that they hear.	30 Minutes
The verb être & subject pronouns	Description	Students will write simple descriptions of people and where people are from using a variety of subject pronouns. Students will then read sentences to a partner and the partner will identify the person being described (Kylian Mbappe, Audrey Tautou, Gims, etc.)	30 Minutes

Unit 2: J'aime

Subject: French I

Grade: 9-12

Name of Unit: Unit 2: J'aime

Length of Unit: 3 Weeks

Overview of Unit: Students will use the verbs aimer, adorer, préférer, and detester to describe things they like and dislike. Students will work with activities in French and basic nouns as well as basic infinitives of verbs that are ER, IR, and RE.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Ask and answer questions about very familiar topics.
 - Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - Share likes and dislikes.
 - Exchange descriptions of people and places, in addition to products of the target culture.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - Identify people, places and things based on oral and written descriptions.
 - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
 - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.

Supporting Standards for unit:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced.

- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - Recognize words borrowed from the target language.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
In common classroom interactions such as, greetings, stating needs and preferences.	Engage	Apply	1
Likes and dislikes	Share	Apply	1
Descriptions of people and places, in addition to products of the target culture	Exchange	Apply	1
Common social amenities such as please, thank you, excuse me	Use	Apply	1
people, places, m and things based on oral and written descriptions	Identify	Remember	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	comprehend	Remember	1
gestures, intonation, and other visual and auditory clues in target language materials	Interpret	Understand	1
sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience	Use	Apply	1

Essential Questions:

1. How do I communicate the idea of likes and dislikes?
2. How do the activities that I do on a daily basis compare with activities of individuals in francophone countries?
3. How do I use aimer, adorer, préférer, and detester to talk about activities vs. nouns?

Enduring Understanding/Big Ideas:

1. The student will use the verb aimer, adorer, préférer, and detester with indirect objects to communicate their like or dislike of certain activities. The activities will take the form of newly introduced -ER, -IR, and -RE verbs.
2. The student will learn new vocabulary related to activities. These students will use the new vocabulary to compare their activities with those of similar students in francophone countries.
3. The student will be able to use the verb aimer, adorer, préférer, and detester with activities and singular / plural (and masculine vs. feminine) nouns.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Activities • Things that you dislike • Things that you like • Verb infinitives

Resources for Vocabulary Development: Vocab list should align with student interest and high frequency verbs and cognates.

Topic 1: Activities

Engaging Experience 1

Title: Verb Flash Cards

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

Supporting:

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

Detailed Description/Instructions: Students will be provided with 4 pieces of paper and will fold them and cut them into 8 pieces each. Each piece of paper will be used to make a flash card with the activities listed in English on one side and French on the other side. Students will then draw on the French side something that reminds them of that verb. Students will use the flashcards for individual study. Then students will engage a partner to go through the words in the group as a whole. Focus will be given to proper writing and pronunciation.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Two-verb constructions

Engaging Experience 1

Title: Activities - Intrapersonal Communication

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Ask and answer questions about very familiar topics.
 - Engage in common classroom interactions such as greetings, stating needs and preferences.
 - Share likes and dislikes.
 - Exchange descriptions of people and places, in addition to products of the target culture.
 - Use common social amenities such as please, thank you, and excuse me.
- FL. K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
 - Recognize words borrowed from the target language.

Supporting:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- TT.AB. D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

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

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 3: Aimer & definite articles

Engaging Experience 1

Title: L'entretien

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Ask and answer questions about very familiar topics.

Supporting:

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

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

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

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

Students will have a conversation with the teacher in which they will discuss their likes and dislikes. They will include verbs and nouns (for example: regarder, jouer, les sports, la musique, etc.) They will also ask their teacher questions about their likes and dislikes.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Activities	Verb Flash Cards	Students will be provided with 4 pieces of paper and will fold them and cut them into 8 pieces each. Each piece of paper will be used to make a flash card with the activities listed in English on one side and French on the other side. Students will then draw on the French side something that reminds them of that verb. Students will use the flashcards for individual study. Then students will engage a partner to go through the words in the group as a whole. Focus will be given to proper writing and pronunciation.	45 Minutes
Two-verb constructions	Activities - Intrapersonal Communication	Students will interview another student on various likes and dislikes, using the construction “Tu aimes...” and the student will answer using “j’aime ou je n’aime pas...” They will then report their findings back to the class.	90 Minutes
Aimer & definite articles	L’entretien	Students will interview another student on various likes and dislikes, using the construction “Tu aimes...” and the student will answer using “j’aime ou je n’aime pas...” They will then report their findings back to the class. Their answers should be singular and plural and should use nouns.	30 minutes

Unit 3: Au lycée (At School)

Subject: French I

Grade: 9-12

Name of Unit: Au lycée (At School)

Length of Unit: 3.5 weeks

Overview of Unit: This unit will deal with all issues surrounding the location of school. Students will be exposed to locations where school events take place and the people that are involved. Students will start to conjugate verbs in this unit.

Priority Standards for unit:

- FL. K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- FL. K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
 - Identify people, places, and things based on oral and written descriptions.
 - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Ask and answer questions about very familiar topics.
- FL. K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - Identify common social etiquette within the cultures studied.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Supporting Standards for unit:

- FL. K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - Recognize the target language when encountered outside the world language classroom.

- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
people, places, and things based on oral and written description	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Remember	1
appropriate patterns of behavior in familiar situations	Use	Apply	1
common social etiquette within the cultures studied	Identify	Remember	1
the target language when encountered outside the world language classroom	Recognize	Understand	1

Essential Questions:

1. How do I conjugate regular -ER verbs to make a complete sentence?
2. How do I conjugate the verb être to describe location?
3. How does a verb get conjugated?
4. How do school items relate to locations and people in terms of the French language?

Enduring Understanding/Big Ideas:

1. The student will be able to recognize school items, locations and people to be able to communicate about them in the target language.
2. The student will be able to use all subject pronouns to be able to change verbs based on who is doing the action.
3. The student will be able to recognize, define and use the verb être in the target language. Each student will be able to conjugate the verb in all six forms and be able to answer simple questions using the verb.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● People in a classroom ● School locations ● School subjects ● Things in a classroom

Resources for Vocabulary Development: Chemins level 1

Topic 1: Regular - ER Verbs

Engaging Experience 1

Title: Le weekend

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Ask and answer questions about very familiar topics.
 - Engage in common classroom interactions such as greetings, stating needs and preferences.
 - Use common social amenities such as please, thank you, and excuse me.
- FL. K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics.
 - Students understand and interpret written and spoken language on a variety of topics.
- FL. K-12.5.1 (Level 1) Students use the target language within and beyond the school setting.
 - Recognize the target language when encountered outside the world language classroom.
 - Recognize the words borrowed from the target language.

Detailed Description/Instructions: Students will read about what different people like to do in French. Then, students will answer personalized questions about what they do on the weekend. Finally, students will have conversations with each other about what they do on the weekends.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: The verb avoir

Engaging Experience 1

Title: Mon horaire à l'école

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Ask and answer questions about very familiar topics.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Report similarities and differences between the sound and writing system of target and native language.

Supporting:

- L.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB. D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will expand upon their schedule of classes from a previous unit, real or imaginary. They will include times for start and end of each of the classes and where they are located inside the school. They name and describe the teacher.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Telling time

Engaging Experience 1

Title: Time - Listening

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

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

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

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Check for understanding

Engaging Experience 2

Title: Time - Intrapersonal/Pronunciation

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

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

Supporting:

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

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

Bloom’s Levels: Apply

Webb’s DOK: 1

Rubric: Check for understanding

Engaging Scenario

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

Students will write down their daily schedule in French. After writing their schedule, they will discuss it with their teacher, including their classes, what they need for each class, their teachers (including a description), and what they like and do not like about their schedule.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Regular - ER Verbs	Le Weekend	Students will read about what different people like to do in French. Then, students will answer personalized questions about what they do on the weekend. Finally, students will have conversations with each other about what they do on the weekends.	30 Minutes
The verb avoir	Mon horaire à l'école	Students will expand upon their schedule of classes from a previous unit, real or imaginary. They will include times for start and end of each of the classes and where they are located inside the school. They name and describe the teacher.	45 Minutes
Telling Time	Time - Listening	Students will be given a template of several clocks without hands on it. Students will listen to the teacher express various times and draw the hands on the clock to indicate the given time.	30 Minutes
Telling Time	Time - Intrapersonal/ Pronunciation	Students will look at an authentic schedule in French (example train, movie, TV guide etc.) and will ask partners "at what time..." various events take place. Partners will then answer, converting military time on schedule to conversational time.	30 Minutes

Unit 4: Ma famille et mes amis (My family and my friends)

Subject: French I

Grade: 9-12

Name of Unit: Ma famille et mes amis

Length of Unit: 4 weeks

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

Priority Standards for unit:

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

Supporting Standards for unit:

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

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
people based on oral and written descriptions	Identify	Remember	1
places based on oral and written descriptions	Identify	Remember	1
things based on oral and written descriptions	Identify	Remember	1
the principal message contained in various target language media, such as illustrated texts, posters, and advertisements	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	2
appropriate patterns of behavior in familiar situations	Use	Apply	1
the practices of common cultural activities and holiday celebrations	Describe	Understand	1
common social etiquette within the cultures studied	Identify	Remember	1
gestures, intonation and other visual and auditory clues in target language materials.	Interpret	Understand	2
questions about very familiar topics	Ask	Apply	1
questions about very familiar topics	Answer	Apply	1
Likes	Share	Apply	1
Dislikes	Share	Apply	1
Descriptions of people	Exchange	Apply	1
Description of places	Exchange	Apply	1
Descriptions of products	Exchange	Apply	1

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

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● adjective of character description ● adjectives of physical description ● avoir...ans ● c'est/ ce sont ● etre ● family members ● il y a ● pets ● possessive adjectives ● voilà/voici

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

Topic 1: Family

Engaging Experience 1

Title: Ma Famille

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

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

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Experience 2

Title: Description

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

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

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

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Adjectives

Engaging Experience 1

Title: Le joueur de foot

Suggested Length of Time: 25 Minutes

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - Identify people, places and things based on oral and written descriptions.
- FL. K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Identify common social etiquette within the cultures studied.

Supporting:

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

Detailed Description/Instructions: Students will write an email to a famous soccer player. Each student will engage in an experience where they will use adjectives that agree in number and gender to write an email to a famous soccer player where they describe themselves using agreement. Phrases like “je suis une personne intelligente” will be used.

Bloom’s Levels: Remember

Webb’s DOK: 1

Topic 3: Numbers 0 - 100

Engaging Experience 1

Title: Age

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Ask and answer questions about very familiar topics.
 - Engage in common classroom interactions such as greetings, stating needs and preferences.
 - Share likes and dislikes.
 - Exchange descriptions of people and places, in addition to products of the target culture.
 - Use common social amenities such as please, thank you, and excuse me.
- FL. K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Supporting:

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

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

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Scenario

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

You've received an email back from your French pen pal who would like to know about your family. Write an email back answering these questions: What is your family like? What are their names? What do they like to do? How old are they? What do they look/act like?

After answering all the questions, inquire about your pen pal's family.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Family	Ma Famille	Students will draw a family tree (real or imaginary) and identify family members, using the construction “C’est ma/mon...” and using the correct possessive adjective. (This can be done in an oral or written format.) For homework, students will go home and describe in French their family to another family member, pointing out cognates and similarities in language.	45 Minutes
Family	Description	Students will write descriptions of their families, using a variety of adjectives. Students will then read descriptions to a partner, and their partner will draw the family member as described.	45 Minutes
Adjectives	Le joueur de foot	Students will write descriptions of their families, using a variety of adjectives. Students will then read descriptions to a partner, and their partner will draw the family member as described.	25 Minutes
Numbers 0 - 100	Age	Students will ask and answer “Quel âge a ta/ton...?” about various family members (including the oldest and youngest members of their family) and switch roles. Students will recognize that the French use a different construction for age and will express appropriate forms of “avoir.” Students will compare the difference between the ways the French “have” years and how as English speakers, we “are an age.	1 Day

Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.