



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School French II Curriculum

Course Description: Through thematic units, students will expand skills in speaking, listening, reading, writing and cultural awareness. They will develop a functional command of words and phrases dealing with immediate needs and common everyday situations of simple questions and statements about family, self, weather, time and interests. They will be able to recognize and properly use past/present tense grammar structures. The content expansion includes the use of familiar words and phrases applicable with normal commands, frequent instructions, and courtesy interchanges.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Preliminary Unit	French 2 Comprehensive Review
4 Weeks	Unit 1: Au café (Eating out)	Topic 1: Food Topic 2: The verb aller Topic 3: Interrogatives
4 Weeks	Unit 2: Les Loisirs (Hobbies & Pastimes)	Topic 1: Pastimes Topic 2: Numbers 101 and higher Topic 3: Stem-changing & irregular verbs
4 Weeks	Unit 3: Le shopping (Shopping)	Topic 1: Clothing Topic 2: Le passé composé Topic 3: Indirect object pronouns
4 Weeks	Unit 4: Les vacances (Vacation)	Topic 1: Travel Topic 2: Direct object pronouns Topic 3: Le passé composé with être

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

Subject: French II

Grade: 9-12

Name of Unit: Preliminary Unit

Length of Unit: 2 Weeks

Overview of Unit: Students will do an overall review of French 1 through practice, coaching, role modeling, and interactive lessons. Most of their time will be spent working with verbs. Subject pronouns will be reviewed, as well as ER, IR, and RE verbs. Students will review stem-changing verbs, irregular verbs avoir and être, and two-verb constructions.

Priority Standards for unit:

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced.
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
- FL.K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced.
 - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
 - Write brief messages such as postcards, short letters or emails on very familiar topics.
- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced.
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.

- Summarize articles or short videos in the target language on topics being studied in other classes.
- FL. K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use 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.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- FL.K-12.4.1 (Level II) 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, such as recognizing idiomatic expressions.
 - Recognize critical sound differences in the target language that must be mastered.

Supporting Standards for unit:

- FL.K-12.2.1 (Level II) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced.
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
 - Compare everyday social etiquette within the culture studied to their native culture.
 - Identify common beliefs, attitudes and characteristics within the culture studied.
- FL.K-12.2.2 (Level II) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced.
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

- Demonstrate competencies previously introduced.
- Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
- Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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.
- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced.
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
target language to acquire goods, services, or information	Use	Apply	2
information about personal events, memorable experiences and/or other topics	Exchange	Understand	2

everyday social etiquette within the culture studied to their native culture	Compare	Understand	2
for repetition and repeat to ensure comprehension	Ask	Remember	1
principal characters and main ideas in oral and written narratives in the target language	Identify	Understand	2
comprehension strategies such as prediction, background knowledge, cognates, and context clues to assist understanding	Use	Apply	1
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing	Perform	Apply	2
brief messages such as postcards, short letters or emails on very familiar topics	Write	Apply	2
topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts	Discuss	Analyze	3
articles and short videos in the target language on topics being studied in other classes	Summarize	Understand	2

Essential Questions:

1. How does one express likes and dislikes in French?
2. How is the use of French verbs similar to and different from English?
3. Why do French adjectives have different forms?

Enduring Understanding/Big Ideas:

1. French verbs express an action or a state of being. French verbs are conjugated into different forms depending upon the subject expressed. Students will conjugate verbs in their correct forms.
2. French nouns have gender (masculine and feminine) and number (singular and plural). Adjectives modify nouns. Students will express adjectives in the correct form to agree with the noun in number and gender.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• ER, IR and RE verbs • Basic school related nouns • Likes/dislikes • Basic descriptions

Resources for Vocabulary Development: flashcards, oral practice, online practice games, authentic texts and videos, Vista textbook/website

Topic 1: Comprehensive Review

Engaging Experience 1

Title: My Classmate

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
- FL.K-12.4.1 (Level II) 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, such as recognizing idiomatic expressions.

Supporting:

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- 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.

Detailed Description/Instructions: Students will draw the name of a classmate out of a hat. They will talk to the classmate to find out his/her school and extracurricular activities and how the classmate would describe him/herself. Three days later, the student will tell a group about the classmate. The group will keep a brief written record of each student's "report." The teacher will collect the reports and randomly ask about a few classmates. A person who was in the group but not the person who did the report on the classmate will respond.

Bloom's Levels: Understand, 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.)

The teacher will provide the following prompt to students:

In groups of 3-4 people, create a scene in which you include the grammar topics reviewed in the unit. The scene can be an interview with a famous person (entertainer, athlete, politician, etc.), interaction between a teacher and student (2), or a conversation between friends and/or family members. There must be at least 2 examples of each of the following in the scene (not per person, in the scene): regular verbs, irregular verbs (avoir, être), two-verb construction, and noun/adjective agreement.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Comprehensive Review	My Classmate	Students will draw the name of a classmate out of a hat. They will talk to the classmate to find out his/her school and extracurricular activities and how the classmate would describe him/herself. Three days later, the student will tell a group about the classmate. The group will keep a brief written record of each student's "report" The teacher will collect the reports and randomly ask about a few classmates. A person who was in the group but not the person who did the report on the classmate will respond.	3 days

Unit 1: Au café (Eating out)

Subject: French II

Grade: 9-12

Name of Unit: Au café (Eating out)

Length of Unit: 4 Weeks

Overview of Unit: Students will learn appropriate vocabulary and expressions to talk about food and mealtimes. Students will also compare francophone cultures and American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals.

Priority Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics.
- Demonstrate competencies previously introduced.
- Identify principal characters and main ideas in oral and written narratives in the target language.
- Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

- FL. K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL. K-12.1.1 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Supporting Standards for unit:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- FL. K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use 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.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- FL. K-12.5.2 (Level 1) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Explore hobbies, activities, and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	1
people, place, 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	Understand	2
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, places and products	Exchange	Apply	1
common social amenities such as please, thank you, and excuse me	Use	Remember	1
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 sounds and writing system of target and native language	Report	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
an awareness of the various ways of expressing ideas recognizing that languages cannot be interpreted literally	Demonstrate	Apply	1

Essential Questions:

1. How do francophone cultures differ from American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals?
2. Has American culture influenced cultural practices concerning food and meals in francophone cultures and vice versa?

Enduring Understanding/Big Ideas:

1. There are many cultural differences surrounding food such as meal times, food quality, food quantities in restaurants, etc. Students will compare these differences with their traditions.
2. American fast food has been incorporated into many francophone cultures. Students will also recognize how francophone cooking styles and dishes have influenced American cuisine.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• boire • drinks • expressions of want • information questions • ir verbs (choisir and finir) • manger • meals • prendre • various food vocabulary

Resources for Vocabulary Development: authentic texts and videos, Vista textbook/website.

Topic 1: Food

Engaging Experience 1

Title: Restaurant Menu

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced.
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting:

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
- 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 plan a menu for a café in a francophone country or city. The menu will include culturally relevant food items. Students will also make a short presentation regarding their menus, why they items were chosen, and how they represent francophone culture.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Topic 2: The verb aller

Engaging Experience 1

Title: Je vais au café

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
 - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - Recognize critical sound differences in the target language that must be mastered.

Supporting:

- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Detailed Description/Instructions: In small groups, students will look at pictures of places (café, restaurant, house, store, school) in a francophone city and talk about where they are going, and what they are going to do there. They will also ask their partner relevant follow-up questions.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 3: Interrogatives

Engaging Experience 1

Title: Special Person Interview

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
 - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - Recognize critical sound differences in the target language that must be mastered

Detailed Description/Instructions: One student will sit at the front of the room and act as the special person. The teacher will lead a discussion which includes asking questions of the special person and other students in the classroom. For example, the teacher will ask the special person “what are you going to do this weekend?” and then follow up by asking another student in class what the special person is going to do, along with what they are going to do. After a class practice session, students will turn and talk in groups.

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.)

With your teacher, you will role-play a café scene. You will order from the provided menu and ask for recommendations. You will answer the teacher's questions, which may include "What would you like (to eat/to drink/for dessert, etc.). You will also ask for the check and verify the total cost of the meal. Don't forget to be polite to your "waiter," including greetings and saying please, thank you, and have a good day.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Food	Restaurant Menu	Students will plan a menu for a café in a francophone country or city. The menu will include culturally relevant food items. Students will also make a short presentation regarding their menus, why they items were chosen, and how they represent francophone culture.	45 Minutes
The verb aller	Je vais au café	In small groups, students will look at pictures of places (café, restaurant, house, store, school) in a francophone city and talk about where they are going, and what they are going to do there. They will also ask their partner relevant follow-up questions.	30 Minutes
Interrogatives	Special Person Interview	One student will sit at the front of the room and act as the special person. The teacher will lead a discussion which includes asking questions of the special person and other students in the classroom. For example, the teacher will ask the special person “what are you going to do this weekend?” and then follow up by asking another student in class what the special person is going to do, along with what they are going to do. After a class practice session, students will turn and talk in groups.	30 Minutes

Unit 2: Les Loisirs (Hobbies and Pastimes)

Subject: French II

Grade: 9-12

Name of Unit: Les Loisirs (Hobbies & Pastimes)

Length of Unit: 4 Weeks

Overview of Unit: This unit will explore popular pastimes, hobbies, and numbers 101+. Students will start working with stem-changing verbs. They will understand the difference between these verbs, irregular verbs, and regularly conjugated verbs. In addition, students will work on the vocabulary of pastimes.

Priority Standards for unit:

- FL.K-12.1.3 (Level 2) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
 - Write brief messages such as postcards, short letters, or emails on very familiar topics.
- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL.K-12.2.1 (Level 2) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced.
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
 - Identify common beliefs, attitudes and characteristics within the culture studied.

Supporting Standards for unit:

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced. Compare important historical and contemporary figures and events of the culture studied and their own culture.

- FL.K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	1
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Remember	1
the practices of common cultural activities and holiday celebrations	Describe	Apply	1

Essential Questions:

1. What are common pastimes and how do I describe those in the target language?
2. How are stem-changing verbs conjugated in the present tense?
3. What is the difference between regular and irregular verbs?
What patterns do they (not) follow?

Enduring Understanding/Big Ideas:

1. The student will be able to recognize pastimes to be able to communicate about them in the target language.
2. The student will be able to change stem changing and some more irregular verbs into the proper conjugation to communicate in complete sentences.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● pastimes ● places ● sports ● numbers 101+ ● stem-changing verbs ● irregular verbs

Resources for Vocabulary Development: flashcards, oral practice, online practice games, authentic texts and videos, Vista textbook/website

Topic 1: Pastimes

Engaging Experience 1

Title: Mes loisirs

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics
- FL.K-12.4.1 (Level 2) 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, such as recognizing idiomatic expressions.

Detailed Description/Instructions: Students will create an email to a penpal in a francophone country regarding their preferred pastimes and activities. They will be relevant and appropriate. Students should describe what kind of person they are and what they like to do.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Numbers 101 and higher

Engaging Experience 1

Title: Calendar/date talk

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics
- FL.K-12.4.1 (Level 2) 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, such as recognizing idiomatic expressions.

Detailed Description/Instructions: The teacher will lead a discussion with the class, which includes asking questions about and discussing the current date and cultural events relevant to that date and/or famous francophones born on that day. For example, after reading a brief text about Claude Monet, the teacher will ask “what year was he born? how old would he be today?” and then follow up by asking students what year they were born and how old they are. After a class practice session, students will turn and talk in groups about when they and famous French speakers were born.

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 3: Stem-changing and irregular verbs

Engaging Experience 1

Title: Write and discuss

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics
- FL.K-12.4.1 (Level 2) 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, such as recognizing idiomatic expressions.

Detailed Description/Instructions: Students will co-create a summary of a video (Roman-photo in Vista for example) with the teacher, using stem-changing and irregular verbs in context as they describe the characters, their activities and their adventures. Teacher will then read the summary while students illustrate the summary in a storyboard form.

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.)

C'est moi (This is me)

Students will prepare a multimedia presentation that includes at least 6 slides with pictures of themselves at various times. Using regular, stem-changing, and irregular verbs, they will describe to the class their favorite pastimes (and other family members), etc. The presentation will be given without a written script. Note: If necessary, a student may substitute pictures or clipart from the Internet for personal pictures. The class and teacher will ask and answer follow up questions about each other.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pastimes	Mes loisirs	Students will create an email to a penpal in a francophone country regarding their preferred pastimes and activities. They will be relevant and appropriate. Students should describe what kind of person they are and what they like to do.	45 minutes
Numbers 101 and higher	Calendar/ date talk	The teacher will lead a discussion with the class, which includes asking questions about and discussing the current date and cultural events relevant to that date and/or famous francophones born on that day. For example, after reading a brief text about Claude Monet, the teacher will ask “what year was he born? how old would he be today?” and then follow up by asking students what year they were born and how old they are. After a class practice session, students will turn and talk in groups about when they and famous French speakers were born.	30 minutes
Stem-changing and irregular verbs	Write and discuss	Students will co-create a summary of a video (Roman-photo in Vista for example) with the teacher, using stem-changing and irregular verbs in context as they describe the characters, their activities and their adventures. Teacher will then read the summary while students illustrate the summary in a storyboard form.	45 minutes

Unit 3: Le shopping (Shopping)

Subject: French II

Grade: 9-12

Name of Unit: Unit 3: Le shopping

Length of Unit: 4 Weeks

Overview of Unit: Students will learn vocabulary to talk (in the present and begin to talk in the past tense) about clothing. Students will also learn to replace indirect object pronouns in a sentence and compare them to English usage.

Priority Standards for unit:

- FL.K-12.4.1 (Level 2) 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, such as recognizing idiomatic expressions.
 - Recognize critical sound differences in the target language that must be mastered.
- FL. K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
- FL. K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced.
 - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
 - Write brief messages such as postcards, short letters or emails on very familiar topics.
- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced.
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - Summarize articles or short videos in the target language on topics being studied in other classes.

Supporting Standards for unit:

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
- FL. K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- 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
competencies previously introduced	Demonstrate	Apply	2
principal characters and main ideas in oral and written narratives in the target language	Identify	Understand	2
comprehension strategies such as prediction, background knowledge, cognates and	Use	Apply	2

context clues to assist understanding			
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing	Perform	Apply	2
brief messages such as postcards, short letters or emails on very familiar topics	Write	Apply	2
topics from other school subjects in the target language language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts	Discuss	Analyze	3
articles or short videos in the target language on topics being studied in other classes	Summarize	Understand	2
an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions	Demonstrate	Apply	2
critical sound differences in the target language that must be mastered	Recognize	Remember	1

Essential Questions:

1. How does one describe clothing in the target language?
2. How are verbs expressed in the past, and how do you conjugate them?
3. How can you replace indirect objects with pronouns in a sentence?

Enduring Understanding/Big Ideas:

1. There are similarities and differences between French and English concerning how verb tenses are expressed.
2. Culture and environment will influence a person's life experiences.
3. Both direct and indirect objects can be replaced by pronouns. The two sets of pronouns differ slightly and there is a specific word order for them. The student will correctly replace indirect objects with the pronoun and place it in the correct order in the sentence.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● clothing ● le passé composé ● indirect object pronouns

Resources for Vocabulary Development: flashcards, oral practice, online practice games, authentic texts and videos, Vista textbook/website

Topic 1: Clothing

Engaging Experience 1

Title: Les Galeries Lafayette

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
- FL. K-12.1.1 (Level 2) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
- FL.K-12.4.1 (Level 2) 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:

- FL.K-12.2.2 (Level 2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.

Detailed Description/Instructions: Students will be given a budget to shop for clothing on a French department store website. They will create a list of items purchased including a picture of the item and a description. Students will engage in conversations with other students asking for and giving opinions on each other's purchase.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Le passé composé

Engaging Experience 1

Title: Weekend chat

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-12.1.3 (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.

Detailed Description/Instructions: Students will discuss with a partner event from the previous weekend, asking the question “Qu’est-ce que tu as fait...?” and answering with at least three activities in the passé composé.

Bloom’s Levels: Remember

Webb’s DOK: 1

Engaging Experience 2

Title: Passé composé - Interpretive Listening

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 2) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Use comprehension strategies such as prediction, background knowledge cognates and context clues to assist understanding.
- FL.K-12.4.1 (Level 2) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
 - Recognize familiar false cognates and use appropriately.
 - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - Recognize critical sound differences in the target language.

Detailed Description/Instructions: Students will listen to a teacher-created narrative in both the past and present tenses. Students will recognize and identify which tense each verb is presented in, distinguishing between the passé composé and the present tense.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Indirect object pronouns

Engaging Experience 1

Title: Je lui donne...

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Ask for repetition and repeat to ensure comprehension.

Supporting:

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.

Detailed Description/Instructions: The student at the front of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As they do it, they will say “I give the (school item) to (student name). I give the (school item) to (indirect object pronouns).” The receiving students will say only one sentence, “(Student) gives (indirect object pronoun) the (school item)” Each student will integrate use of direct object pronouns after several rounds of indirect object pronoun practice to practice both structures.

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 respond to an email from their pen pal talking about the last time they went clothes shopping. The email will include questions like “what did you buy?” “For whom did you buy it?” “Where do you like to shop for clothes?” They will use clothing vocabulary, the past tense, and indirect object pronouns.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Clothing	Les Galeries Lafayette	Students will be given a budget to shop for clothing on a French department store website. They will create a list of items purchased including a picture of the item and a description. Students will engage in conversation with other students asking for and giving opinions on each other's purchase.	1 Day
Le passé composé	Weekend Chat	Students will discuss with a partner events from the previous weekend, asking the question "Qu'est-ce que tu as fait...?" and answering with at least three activities in the passé composé.	30 minutes
Le passé composé	Passé composé - interpretive listening	Students will listen to a teacher-created narrative in both the past and present tenses. Students will recognize and identify which tense each verb is presented in, distinguishing between the passé composé and the present tense.	30 minutes
Indirect Object Pronouns	Je lui donne...	The student at the front of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As they do it, they will say "I give the (school item) to (student name). I give the (school item) to (indirect object pronouns)." The receiving students will say only one sentence, "(Student) gives (indirect object pronoun) the (school item)" Each student will integrate use of direct object pronouns after several rounds of indirect object pronoun practice to practice both structures.	30 Minutes

Unit 4: Les vacances (Vacation)

Subject: French II

Grade: 9-12

Name of Unit: Les vacances

Length of Unit: 4 Weeks

Overview of Unit: Students will explore verbs at a higher level and will be exposed to the use of the passé composé of être and when it is used compared to the passé composé with avoir. Students will also learn direct object pronouns and how those are used in French. The vocabulary will center around vacation and travel.

Priority Standards for unit:

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Use target language to acquire goods, services or information.
 - Exchange information about personal events, memorable experiences and/or other topics.
 - Ask for repetition and repeat to ensure comprehension.
- FL. K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use 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.
- FL. K-12.4.1 (Level II) 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, such as recognizing idiomatic expressions.

Supporting Standards for unit:

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.
- FL. K-12.4.2 (Level 2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths, and folktales.

- Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- 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 II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced.
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	1
target language to acquire goods, services or information	Use	Apply	1
information about personal events, memorable experiences and/or other topics	Exchange	Apply	1
for repetition and repeat to ensure comprehension	Ask	Apply	1
sources intended for same-age speakers of the target language to prepare reports on topics of personal interest of those with which they have limited personal experience	Use	Apply	2

an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions	Demonstrate	Apply	2
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Essential Questions:

1. How does one correctly use the passé composé with être?
2. How does one use direct object pronouns?
3. What are travel and vacation activities people enjoy in francophone countries?

Enduring Understanding/Big Ideas:

1. Students will explore the proper use of the passé composé with être.
2. The student will learn how to distinguish when to use avoir vs. être as the helping verb when using the passé composé.
3. The student will compare and contrast vacation activities in his/her own culture and the target culture.
4. Both direct and indirect objects can be replaced by pronouns. The two sets of pronouns differ slightly, and there is a specific word order for them. The student will correctly replace (in)direct objects with pronouns and place them in the correct order in sentences.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• vacation activities • travel • direct object pronouns • le passé composé with être

Resources for Vocabulary Development: flashcards, oral practice, online practice games, authentic texts and videos, Vista textbook/website

Topic 1: Travel

Engaging Experience 1

Title: Travel Vocabulary Puzzle

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced.

Supporting:

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.

Detailed Description/Instructions: The teacher will create a vocabulary puzzle. The puzzle is a grid of boxes, 5 rows by 7 columns. The teacher will write travel vocabulary in French and English around the edges of each box. The French word inside one box will match up with the corresponding English word in the neighboring box. The edges should be left blank (or write extra words along the top and bottom rows of 5 to make it more challenging). After creating the puzzle, the teacher will cut up the squares. Students will work with a partner to match up the squares and recreate the 5 x 7 grid.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Activities for young people in the francophone world

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- FL.K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use 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.

Supporting:

- FL.K-12.5.2 (Level 2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Explore hobbies, activities, and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.
- 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: Via the internet, students will find a vacation destination in a francophone city. They will research activities available to tourists in that location. Students will think about vacation destinations in the United States and how those compare to the location studied. The student will create a Venn diagram which reflects this information. The student will discuss what they discovered with 2 different people in class on the 4th day.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Les Grandes Vacances

Suggested Length of Time: 60 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-12.3.2 (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/Instruction: Students will read an article or an infographic on how the French spend their “Grandes Vacances” in August and answer supporting detailed questions. Differences between the French and American summer vacations will be discussed.

Bloom’s Levels: Analyze; **Webb’s DOK:** 1, 2

Topic 2: Direct Object Pronouns

Engaging Experience 1

Title: Sentence pieces

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced.

Supporting:

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.

Detailed Description/Instructions: In groups, students will receive an envelope containing various sentences cut up into pieces. Students will sort the pieces into groups by parts of speech. The teacher will say a sentence out loud in French, for example, The girl has the backpack. The students will create the sentence from their pieces. After checking the first sentence, the teacher will say “remplacez” and the students will then reorganize the sentence using the direct object pronoun in place of the direct object. After checking, the teacher will continue with another sentence and so on.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 3: Le passé composé with être

Engaging Experience 1

Title: Two Truths and a Lie

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced.

Supporting:

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Use cognates to enhance spoken and written language.

Detailed Description/Instructions: Students will write down three sentences about what they did over the weekend using the passé composé with être. Teammates will take turns trying to figure out which of the three statements is a lie for each person on the team by asking yes/no questions. The (other) teammates must come to a consensus of which statement is a lie before revealing their guess. If they are correct, they move on to the next person.

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 French about a real or imagined trip they have taken. They will answer the teacher's questions, which will include things like: "where did you go?" "when did you return?" "what did you do?" "what souvenirs did you buy?" They will also ask the teacher questions about a trip they have taken.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Travel	Travel Vocabulary Puzzle	The teacher will create a vocabulary puzzle. The puzzle is a grid of boxes, 5 rows by 7 columns. The teacher will write travel vocabulary in French and English around the edges of each box. The French word inside one box will match up with the corresponding English word in the neighboring box. The edges should be left blank (or write extra words along the top and bottom rows of 5 to make it more challenging). After creating the puzzle, the teacher will cut up the squares. Students will work with a partner to match up the squares and recreate the 5 x 7 grid.	20 minutes
Travel	Activities for young people in the francophone world	Via the internet, students will find a vacation destination in a francophone city. They will research activities available to tourists in that location. Students will think about vacation destinations in the United States and how those compare to the location studied. The student will create a venn diagram which reflects this information. The student will discuss what they discovered with 2 different people in class on the 4th day.	4 Days
Travel	Les Grandes Vacances	Students will read an article or an infographic on how the French spend their “Grandes Vacances” in August and answer supporting detailed questions. Differences between the French and American summer vacations will be discussed.	60 minutes
Direct Object Pronouns	Sentences Pieces	In groups, students will receive an envelope containing various sentences cut up into pieces. Students will sort the pieces into groups by parts of speech. The teacher will say a sentence out loud in	30 minutes

		French, for example, The girl has the backpack. The students will create the sentence from their pieces. After checking the first sentence, the teacher will say “remplacez” and the students will then reorganize the sentence using the direct object pronoun in place of the direct object. After checking, the teacher will continue with another sentence and so on.	
Le passé composé with être	Two Truths and a Lie	Students will write down three sentences about what they did over the weekend using the passé composé with être. Teammates will take turns trying to figure out which of the three statements is a lie for each person on the team by asking yes/no questions. The (other) teammates must come to a consensus of which statement is a lie before revealing their guess. If they are correct, they move on to the next person.	30 minutes

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.