



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School French III Curriculum

Course Description: Students continue to develop their proficiency in speaking, listening, writing and reading by interacting with other speakers of French. Students will understand oral and written messages in the target language and will make level appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Unit 1: La maison (Home)	Topic 1: la maison Topic 2: le passé Topic 3: savoir et connaître
3 Weeks	Unit 2: La nourriture (Food & Nutrition)	Topic 1: la nourriture Topic 2: le comparatif et le superlatif Topic 3: Les COD & les COI
2 weeks	Unit 3: Les verbes (Verbs)	Topic 1: les temps déjà appris Topic 2: l'introduction aux autres temps/modes
3.5 Weeks	Unit 4: La santé (Health)	Topic 1: la santé Topic 2: les verbes réfléchis Topic 3: y et en
3.5 Weeks	Unit 5: La technologie (Technology)	Topic 1: la technologie Topic 2: les verbes réciproques Topic 3: le conditionnel

Curriculum Revision Tracking

August 2024

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

Unit 1: La maison (Home)

Subject: French III

Grade: 10-12

Name of Unit: La maison (Home)

Length of Unit: 4 Weeks

Overview of Unit: Students will learn to conjugate and use the imperfect tense, while beginning to make comparisons with when to use the imparfait vs. the passé composé. Students will also learn about the house, daily chores, and vocabulary of household items.

Priority Standards for unit:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
- FL. K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
- FL. K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.

Supporting Standards for unit:

- FL. K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Present information orally or in writing on topics being studied in other classes.
- FL. K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
 - Understand and use technology systems.
 - Troubleshoot systems and applications.

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	Remember	1

Essential Questions:

1. Do homes look different in francophone countries compared to the US?
2. What are the differences between the imparfait vs. the passé composé?
3. When do I use savoir vs. connaître to talk about what others and I know?

Enduring Understanding/Big Ideas:

1. Students will use proper vocabulary to talk about their living spaces.
2. Students will use the proper tenses (i.e. past, imperfect) when describing their past experiences.
3. Students will compare and contrast “home” in francophones countries with the United States.
4. Students will talk about what they know, what they know how to do, whom they know and with what they are familiar using savoir vs. connaître.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● household terms ● chores ● le passé composé ● l'imparfait ● savoir et connaître

Resources for Vocabulary Development: Quality Tools, Vista Supersite, authentic resources

Topic 1: La maison

Engaging Experience 1

Title: Où est Fifi?

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.

Supporting:

- FL. K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Plan real or imaginary travel.

Detailed Description/Instructions: Students will have a map of a house. Teacher will “hide” Fifi in the house. Students will work in groups to ask yes or no questions to figure out where Fifi has been hidden. The group that guesses correctly wins that round and the teacher re-hides Fifi.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: le passé

Engaging Experience 1

Title: Mon enfance

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Develop and propose solutions to issues and problems.

Supporting:

- FL. K-12.5.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.

Detailed Description/Instructions: Class will brainstorm experiences from their childhood. With partners, students will use the imperfect tense to talk about activities and events in their own childhood - where they grew up, what they used to do, their living spaces, etc. After each person has spoken, students will find a new partner and repeat.

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: savoir et connaître

Engaging Experience 1

Title: Savoir ou connaître

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.1.3 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Report similarities and differences between the sound and writing system of the target and native language, including time and tense.

Detailed Description/Instructions: Teacher will show students a sentence with a blank. Students will need to choose whether they should use savoir or connaître based on the context of the sentence. They will write their answers on a whiteboard. They will share their answers with their teammates and come to a consensus on the correct answer. The teacher will choose one person from each group to show their answer. If any answers are incorrect, students who answered correctly will explain why their answer was correct.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

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

Your francophone pen pal just wrote you an email telling you all about where they live and asking you questions about your living space. Respond to their email telling them about your home, including rooms and furniture. Be as descriptive as possible as you answer their questions and ask them follow-up questions.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
La maison	Où est Fifi?	Students will have a map of a house. Teacher will “hide” Fifi in the house. Students will work in groups to ask yes or no questions to figure out where Fifi has been hidden. The group that guesses correctly wins that round and the teacher re-hides Fifi.	45 minutes
Le passé	Mon enfance	Class will brainstorm experiences from their childhood. With partners, students will use the imperfect tense to talk about activities and events in their own childhood - where they grew up, what they used to do, their living spaces, etc. After each person has spoken, students will find a new partner and repeat.	30 minutes
Savoir et connaître	Savoir ou connaître	Teacher will show students a sentence with a blank. Students will need to choose whether they should use savoir or connaître based on the context of the sentence. They will write their answers on a whiteboard. They will share their answers with their teammates and come to a consensus on the correct answer. The teacher will choose one person from each group to show their answer. If any answers are incorrect, students who answered correctly will explain why their answer was correct.	45 minutes

Unit 2: La nourriture (Food & Nutrition)

Subject: French III

Grade: 10-12

Name of Unit: La nourriture

Length of Unit: 4 Weeks

Overview of Unit: Students will learn to replace both direct and indirect object pronouns in a sentence and compare it to English usage. The vocabulary will center around food and nutrition in the French-speaking world.

Priority Standards for unit:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
- FL. K-12.3.2 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.

Supporting Standards for unit:

- FL. K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Explore careers and businesses where skills in another language or cultural understanding are needed.
- FL. K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Present information orally or in writing on topics being studied in other classes.
- FL. K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Observe and imitate appropriate patterns of social behavior in the culture studied.

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	Remember	1
expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
variety of sources intended for same age speakers of the target language	Use	Apply	3
information and viewpoints available through target language media	Obtain	Understand	2

Essential Questions:

1. How does one describe food and nutrition in French?
2. What are the ways to express things in the past, and how does one conjugate the verbs in the passé composé and the imparfait?
3. How does one replace both direct and indirect objects with pronouns in a sentence?
4. What are words or phrases in French to make comparisons between two or more things?

Enduring Understanding/Big Ideas:

1. 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 each object with the pronoun and place it in the correct order in the sentence.
2. Students will be able to use phrases like “plus...que” and “moins...que” and “aussi... que” to compare two or more things in French.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● food ● le passé composé ● l'imparfait ● double object pronouns ● comparatives and superlatives

Resources for Vocabulary Development: Quality Tools, Vista Supersite, authentic resources

Topic 1: La nourriture

Engaging Experience 1

Title: La nourriture

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL. K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
 - Present information orally or in writing on topics being studied in other classes.
- FL. K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Observe and imitate appropriate patterns of social behavior in the culture studied.

Detailed Description/Instructions: The teacher will give students 4 options of foods. The students must decide which food they would eliminate. Each corner of the room represents one of their choices. Once they decide which to eliminate, they will move to that corner of the room. Repeat various times with different options. Teacher will follow this up with questions about food preferences. Students will move to different locations for those choices as well. After each round, students will discuss what food the majority of the class chose.

Bloom's Levels: Use

Webb's DOK: 3

Topic 2: le comparatif & le superlative

Engaging Experience 1

Title: Qui est-ce?

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.

Supporting:

- FL. K-12.5.1 (Level 3) Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.
- FL. K-12.1.2 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas such as understanding the role of dialect and differentiated speech to indicate age, social status or gender
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

Detailed Description/Instructions: Students will write three original sentences to describe themselves using comparative and superlative structures. Teacher will then collect the descriptions and shuffle them. The teacher will read the comparisons aloud and students will try to guess who wrote each description.

Bloom's Levels: Apply, Create, Understand

Webb's DOK: 2, 3

Topic 3: les COD & les COI

Engaging Experience 1

Title: Double Object Pronoun Sentences

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.

Supporting:

- FL. K-12.5.1 (Level 3) Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.
- FL. K-12.1.2 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

Detailed Description/Instructions: In pairs, students will write five sentences that contain both direct and indirect objects (not pronouns). Then they will exchange papers with another pair who will restate each of the sentences using double object pronouns. The restated sentences will be shared with the class.

Bloom's Levels: Apply, Understand

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.)

You will have a conversation with your teacher about your food preferences and habits. Questions may include: “what is your favorite main dish?” “what do you order at a restaurant or café?” “what kind of food do you prefer to eat?” “how does what you ate when you were little compare to what you eat now?” You will also need to ask your teacher questions about their food preferences and habits.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
La nourriture	La nourriture	The teacher will give students 4 options of foods. The students must decide which food they would eliminate. Each corner of the room represents one of their choices. Once they decide which to eliminate, they will move to that corner of the room. Repeat various times with different options. Teacher will follow this up with questions about food preferences. Students will move to different locations for those choices as well. After each round, students will discuss what food the majority of the class chose.	30 minutes
le comparatif & le superlative	Qui est-ce?	Students will write three original sentences to describe themselves using comparative and superlative structures. Teacher will then collect the descriptions and shuffle them. The teacher will read the comparisons aloud and students will try to guess who wrote each description.	30 minutes
les COD & les COI	Double Object Pronouns Sentences	In pairs, students will write five sentences that contain both direct and indirect objects (not pronouns). Then they will exchange papers with another pair who will restate each of the sentences using double object pronouns. The restated sentences will be shared with the class.	45 minutes

Unit 3: Les verbes (Verbs)

Subject: French III

Grade: 10-12

Name of Unit: Les verbes

Length of Unit: 2 Weeks

Overview of Unit: Students will explore the basics of conjugation, reviewing verb tenses they already know, like the present, the passé composé, the imparfait, the imperative, the recent past and the near future. They will be introduced to conjugation of future, conditional, pluperfect, and subjunctive. They will also learn the translations of each tense/mood. The end goal is for students to be able to conjugate regular verbs well in any of the above-mentioned tenses/moods and translate them to English.

Priority Standards for unit:

- FL. K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

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	Remember	1
an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender	Demonstrate	Apply	2
similarities and differences between the sound and writing system of target and native language, including time and tense	Report	Understand	1

Essential Questions:

1. What does the tense/mood of a verb indicate?
2. What information is encoded in a verb's ending?

Enduring Understanding/Big Ideas:

1. Students will be able to conjugate regular verbs in multiple tenses.
2. Students will be able to express what a conjugated verb means in English.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• le présent • l'imparfait • le passé composé • le futur proche • le passé récent • l'impératif • le futur • le conditionnel • le plus-que-parfait • le subjonctif

Resources for Vocabulary Development: Quality Tools, Vista Supersite, authentic resources

Topic 1: les temps déjà appris

Engaging Experience 1

Title: Conjugation in context

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

Supporting:

- FL. K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.

Detailed Description/Instructions: Teacher will give students a text in English with verb phrases underlined. Students will read the text and identify which tense/mood would be used in French. After they have confirmed they have the correct tense/mood, they will translate the verb phrase to French.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Verb detectives

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

Supporting:

- FL. K-12.5.2 (Level 3) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.

Detailed Description/Instructions: Teacher will give the students a paragraph in French. Students will find the verbs in the paragraph, identify the endings, and explain why those endings were used. Teacher will give students another paragraph. The students will change the verbs in that paragraph from 3rd person to 1st person.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2

Topic 2: l'introduction aux autres temps/modes

Engaging Experience 1

Title: Verb chart

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- FL. K-12.4.1 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

Detailed Description/Instructions: Teacher will give students a chart with each tense and a space for translation listed. Students and teacher will work together to complete the chart for one regular verb. The next day, students will attempt to complete the chart from memory. After having time to work individually, students will work in small groups to see what they can add. Then, they make corrections as a group from the chart created with the teacher previously. On the third day, the students will repeat the process from the second day.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

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 answer questions about their life and interests. The teacher will ask questions using multiple tenses/moods, and students will be expected to respond using multiple tenses. Students will also be expected to ask the teacher questions about their life and interests using rejoinders to respond to the teacher's answers.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
les temps déjà appris	Conjugation in context	Teacher will give students a text in English with verb phrases underlined. Students will read the text and identify which tense/mood would be used in French. After they have confirmed they have the correct tense/mood, they will translate the verb phrase to French.	45 minutes
les temps déjà appris	Verb detectives	Teacher will give the students a paragraph in French. Students will find the verbs in the paragraph, identify the endings, and explain why those endings were used. Teacher will give students another paragraph. The students will change the verbs in that paragraph from 3rd person to 1st person.	45 minutes
l'introduction aux autres temps/modes	Verb Chart	Teacher will give students a chart with each tense and a space for translation listed. Students and teacher will work together to complete the chart for one regular verb. The next day, students will attempt to complete the chart from memory. After having time to work individually, students will work in small groups to see what they can add. Then, they make corrections as a group from the chart created with the teacher previously. On the third day, the students will repeat the process from the second day.	2-3 Days

Unit 4: La santé (Health)

Subject: French III

Grade: 10-12

Name of Unit: La santé

Length of Unit: 3.5 Weeks

Overview of Unit: This unit will center health and medical terms. They will learn about using reflexive verbs to talk about daily routines. They will also learn how and when to use the pronouns y and en.

Priority Standards for unit:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
- FL. K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Demonstrate competencies previously introduced.
- FL. K-12.1.2 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify principal elements of nonfiction articles such as the main idea and supporting details found in a variety of media.

Supporting Standards for unit:

- FL. K-12.3.1 (Level 3) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for an English-speaking audience.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

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
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement and disagreement	Use	Apply	3
Solutions to issues and problems	Develop	Create	2
solutions to issues and problems	Propose	Create	2
a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language	Prepare	Understand	3

Essential Questions:

1. How does one talk about repeated, habitual actions in the present and past?
2. How can one talk about their health and well-being in French?
3. How does one use y and en? What do they replace and when does one use them?

Enduring Understanding/Big Ideas:

1. Students will correctly use reflexive verbs to talk about their daily care routines such as waking up, getting dressed, brushing their teeth, etc.
2. Students will explore wellness related vocabulary.
3. Students will comprehend the functions of "y" and "en" as pronouns in French. They learn how "y" replaces places, locations, or ideas introduced by prepositions, and how "en" replaces quantities or parts of something.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● reflexive verbs ● y and en ● medical terms ● parts of the body ● past expressions

Resources for Vocabulary Development: Quality Tools, Vista Supersite, authentic resources

Topic 1: La santé

Engaging Experience 1

Title: Speed dating

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
- FL. K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced.

Supporting:

- FL. K-12.5.1 (Level 3) Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.

Detailed Description/Instructions: Students will work with a partner to role play going to a doctor's office. One student will be a "doctor." The doctor will sit facing the screen, and the other student will face away from the screen. On the screen, the teacher will project questions for the doctor to ask. The other student will respond to the doctor's questions appropriately. Once the role play is completed, the students will switch spots.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Topic 2: Les verbes réfléchis

Engaging Experience 1

Title: My Daily Routine

Suggested Length of Time: 10 minutes in class, overnight homework to write

Standards Addressed

Priority:

- FL. K-12.1.3 (Level 3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced.

Supporting:

- FL. K-12.5.1 (Level 3) Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.

Detailed Description/Instructions: Students will write a paragraph with a minimum of 7 sentences describing their daily routine. The paragraph must include reflexive verbs and personal care items. Students will read their paragraphs to their group. The teammates will ask one question each related to their teammate's daily routine. The groups choose one volunteer to read their paragraph aloud to the class.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Topic 3: y/en

Engaging Experience 1

Title: y or en

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL. K-12.1.3 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Report similarities and differences between the sound and writing system of the target and native language, including time and tense.

Detailed Description/Instructions: Teacher will show students a sentence with a blank. Students will need to choose whether they should use y or en based on the context of the sentence. They will write their answers on a whiteboard. They will share their answers with their teammates and come to a consensus on the correct answer. The teacher will choose one person from each group to show their answer. If any answers are incorrect, students who answered correctly will explain why their answer was correct.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 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.)

Your francophone pen pal has written you back thanking you for your last email. This time they have written about their daily habits and a recent accident and visit to the doctor's office. Respond to their email telling them about your daily habits, including your last visit to the doctor and what your symptoms were. Be as descriptive as possible as you answer their questions and ask them follow-up questions.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
La santé	Speed Dating	Students will work with a partner to role play going to a doctor's office. One student will be a "doctor." The doctor will sit facing the screen, and the other student will face away from the screen. On the screen, the teacher will project questions for the doctor to ask. The other student will respond to the doctor's questions appropriately. Once the role play is completed, the students will switch spots.	30 minutes
Les verbes réfléchis	My Daily Routine	Students will write a paragraph with a minimum of 7 sentences describing their daily routine. The paragraph must include reflexive verbs and personal care items. Students will read their paragraphs to their group. The teammates will ask one question each related to their teammate's daily routine. The groups choose one volunteer to read their paragraph aloud to the class.	10 minutes in class, overnight homework to write
y/en	y or en	Teacher will show students a sentence with a blank. Students will need to choose whether they should use y or en based on the context of the sentence. They will write their answers on a whiteboard. They will share their answers with their teammates and come to a consensus on the correct answer. The teacher will choose one person from each group to show their answer. If any answers are incorrect, students who answered correctly will explain why their answer was correct.	45 minutes

Unit 5: La technologie (Technology)

Subject: French III

Grade: 10-12

Name of Unit: La technologie

Length of Unit: 3.5 Weeks

Overview of Unit: In this unit, students will learn about technology used in the home and outside world. They will learn to differentiate between reflexive and reciprocal verbs in French. They will also begin using the conditional tense.

Priority Standards for unit:

- FL.K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Extend, accept, and refuse invitations appropriate to varied situations.
 - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.
- FL. K-12.2.2 (Level 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Identify contributions of important historical and/or contemporary figures in the culture studied.
 - Identify historical and contemporary influences that the culture studied has had on their own culture.

Supporting Standards for unit:

- FL. K-12.3.1 (Level 3) Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
- FL. K-12.3.1 (Level 3) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Demonstrate competencies previously introduced.
 - Analyze the relationship between cultural perspectives and products from the target culture and their own.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

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
invitations appropriate to varied situations	Extend	Apply	2
invitations appropriate to varied situations	Accept	Apply	2
invitations appropriate to varied situations	Refuse	Apply	2
expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
solutions to issues and problems	Develop	Create	2
solutions to issues and problems	Propose	Create	2
the similarities and differences of the cultural activities and celebrations of the culture studied to their own	Explain	Understand	3

Essential Questions:

1. How do you tell someone what would happen--what form of the verb would you use?
2. How does technology use differ in the home compared with the outside world?

Enduring Understanding/Big Ideas:

1. Technology is an important part of today's culture. Students will demonstrate correct technology use and when to use formal vs. familiar forms of communication.
2. Students will understand and describe the nature of interactions between two or more participants in a sentence using reciprocal verbs.
3. Students will use the conditional tense to express possibilities and the impact of one action on another.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● la technologie (at home and in the outside world) ● les verbes réciproques ● le conditionnel

Resources for Vocabulary Development: Quality Tools, Vista Supersite, authentic resources

Topic 1: la technologie

Engaging Experience 1

Title: Means of communication via technology

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL. K-12.4.2 (Level 3) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 - Analyze the relationship between cultural perspectives and products from the target culture and their own.

Detailed Description/Instructions: The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of people using technology as a means of communication. Teacher will call out a number as a picture is shown, and the student with that number will talk about the technology shown and tell their group whether it is more commonly used in the home, in the workforce, or elsewhere. The group will agree or come to a consensus. Teacher will call time and have the groups call out their agreed upon answer. Teacher will then show another picture and say another number, and that student will talk to their group about the next picture and so on.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: les verbes réciproques

Engaging Experience 1

Title: Quiz Quiz Trade

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- FL. K-12.1.3 (Level 3) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Report similarities and differences between the sound and writing system of the target and native language, including time and tense.

Detailed Description/Instructions: Students will have picture cards with a reciprocal verb and subject pronoun on one side and the verb correctly conjugated on the other side. Students will quiz their partner and verify their answer. The students will switch roles and repeat. Students will then trade cards and find a new partner. This will go on for several rounds.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Topic 3: Le conditionnel

Engaging Experience 1

Title: Contre la montre

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL. K-12.1.1 (Level 3) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Demonstrate competencies previously introduced.
 - Use expressions for managing conversations, such as interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL. K-12.3.1 (Level 3) Students reinforce and further their knowledge of other disciplines through the world language.
 - Present information orally or in writing on topics being studied in other classes.
- FL. K-12.2.1 (Level 3) Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Observe and imitate appropriate patterns of social behavior in the culture studied.

Detailed Description/Instructions: Teacher will write a list of 5 subjects and 5 verbs on the board. Students will have a limited amount of time to conjugate the verbs on their whiteboards. They must conjugate the verbs in order. After the time is up, the verbs disappear. Students will collaborate with their group to check their answers and correct any mistakes. Teacher will choose 1 student from each group to report answers. Every correct answer is worth 1 point for the team. Repeat process.

Bloom's Levels: Use

Webb's DOK: 3

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 answer questions about technology and what would happen in different situations, for example: what would happen if we had no technology? If you could invent an app that could do anything, what would it do? What are the benefits and disadvantages of technology, in your opinion? Students will also be expected to ask the teacher questions about their technology usage and use rejoinders to respond to the teacher's answers.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
La technologie	Means of communication via technology	The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of people using technology as a means of communication. Teacher will call out a number as a picture is shown, and the student with that number will talk about the technology shown and tell their group whether it is more commonly used in the home, in the workforce, or elsewhere. The group will agree or come to a consensus. Teacher will call time and have the groups call out their agreed upon answer. Teacher will then show another picture and say another number, and that student will talk to their group about the next picture and so on.	20 minutes
les verbes réciproques	Quiz Quiz Trade	Students will have picture cards with a reciprocal verb and subject pronoun on one side and the verb correctly conjugated on the other side. Students will quiz their partner and verify their answer. The students will switch roles and repeat. Students will then trade cards and find a new partner. This will go on for several rounds.	20 minutes
le conditionnel	Contre la montre	Teacher will write a list of 5 subjects and 5 verbs on the board. Students will have a limited amount of time to conjugate the verbs on their whiteboards. They must conjugate the verbs in order. After the time is up, the verbs disappear. Students will collaborate with their group to check their answers and correct any mistakes. Teacher will choose 1 student from each group to report answers. Every correct answer is worth 1 point for the team. Repeat process.	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.