

WORLD LANGUAGE

LEVEL 3 UNIT 1

Contemporary Life: In the News

All Languages HS | Intermediate Low | Level 3 | 6-7 Weeks



ESSENTIAL QUESTION

How do I talk about what's going on in the world?

BIG IDEAS

Students use the target language to understand and communicate about:

- news events that affect communities
- noteworthy events in the past
- trending news events

GUIDING QUESTIONS

How do I use language to

- retell a sequence of events using details and description
- tell what was happening when an event occurred
- ask follow-up questions to discern additional information about an event
- interpret and summarize authentic sources

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	• Identify the topic and related information from short conversations • Identify the topic from simple sentences in short informational and fictional texts
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Interpersonal	By creating simple sentences and asking appropriate follow-up questions: ● Request and provide information in conversations on familiar topics ● Interact with others to meet my basic needs in familiar situations ● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics
Presentational	Using simple sentences: ● Present personal information about my life, activities and evenings ● Express my preferences on everyday topics of interest and explain why I feel that way ● Present on familiar and everyday topics

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Newscast
- **Practices:** Newscasts focus on a variety of global issues from other countries.
- **Perspectives:** Francophone countries are not as US centered; Their proximity to other countries impact their daily lives.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies: current events
- Career and Tech Education: Broadcast Journalism

Acquiring Information & Diverse Viewpoints

- What makes news in our communities is more common than not across cultures
- News is conveyed across cultures in a variety of ways

COMPARISONS

Language Comparisons

- There was/were

Cultural Comparisons

- Types of news covered

COMMUNITIES

School & Global Communities

- Read and or listen to events from target culture

Lifelong Learning

- Follow a news feed

World Language / French 3

High School



Unit 2

Contemporary Life: **Bienvenue Chez Moi**

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

What are ways people feel at home?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit students will communicate in French about their daily lives and personal experiences while exploring cultural perspectives of home and family in the Francophone world. Through engaging communicative tasks students will explore common interactions that take place in a Francophone household, including culturally authentic greetings, chores, meals, and family routines. Learners will describe their recent and upcoming plans using familiar time expressions, generate follow up questions and discuss their preferences and opinions on daily topics. The unit emphasizes authentic communication and builds confidence in navigating real-world situations.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

How do I use the language to

- tell about my daily life.
- describe my interests.
- navigate common interactions in a Francophone home.
- discuss recent and upcoming plans.
- express my opinion using common French phrases.

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **Communication:** communicate effectively using the interpretive, interpersonal and presentational modes.
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 - **ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - **ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators – INTERMEDIATE LOW

- **Interpretive:**

I can...

 - identify the main idea from simple sentences in conversations.
 - identify the topic and related information from simple sentences in descriptive informational texts and media.
 - identify the topic and related information from simple sentences in short fictional texts and media.
- **Interpersonal:**

I can...

 - exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
 - express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
 - interact with others to meet my basic needs in familiar situations,

creating simple sentences and appropriate follow-up questions.

- **Presentational:**

I can...

- describe aspects of familiar topics and topics of interest, creating simple sentences.
- express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.
- describe activities and events, creating simple sentences.

Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **Cultures**

- Relating Cultural Practices to Perspectives
 - Practices: daily routines, using common phrases, social norms
 - Perspectives: curiosity about the well-being and opinions of others
- Relating Cultural Products to Perspectives
 - Products: layout of home
 - Perspectives: curiosity about the well-being and opinions of others

- **Connections**

- Making Connections to Other Disciplines
 - Social Studies: family life
- Acquiring Information and Diverse Viewpoints
 - Elements unique to the home in TL culture

- **Comparisons**

- Language Comparisons
 - Positive/negative responses
- Cultural Comparisons
 - Navigating common interactions in various communities

- **Communities**

- School and Global Communities

- Read and listen about experiences abroad
 - Apply knowledge and skills while traveling
- Lifelong Learning
 - Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 3

Global Challenges: Mettre ma patte

French HS | Intermediate Low | Level 3 | 4-5 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do global issues impact communities?

Students use the target language to understand and communicate about:

- societal problems they want to solve in their community
- one's personal role and impact on helping solve societal issues
- the role and impact of humanitarian organisations on helping solve societal issues

GUIDING QUESTIONS

How do I use language to

- Discuss societal issues that I am passionate about solving
- Discuss hypothetical situations with regard to making an impact
- Discuss the work of international humanitarian organisations

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** humanitarian organizations
- **Practices:** volunteering
- **Perspectives:** how volunteerism makes a difference in the community

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- Environmental science

Acquiring Information & Diverse Viewpoints

- Different perspectives on global issues (need for volunteering, unemployment rates, environment, poverty)

COMPARISONS

Language Comparisons

- Il faut/il faudrait

Cultural Comparisons

- How different cultures address global issues (need for volunteering, unemployment rates, environment, poverty)

COMMUNITIES

School & Global Communities

- Volunteer in the community

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 4

Global Challenges: Penser global, agir local

French HS | Intermediate Low | Level 3 | 4-5 Weeks



ESSENTIAL QUESTION

How do our actions impact the environment?

BIG IDEAS

Students use the target language to understand and communicate about:

- Environmental issues
- Personal and societal solutions for environmental challenges.
- How other cultures approach protecting the environment

GUIDING QUESTIONS

How do I use language to

- Talk about how I and others take care of the planet?
- Compare different approaches to protecting the environment?
- Express opinions about problems and solutions to environmental issues?
- Express why is it important to protect the environment?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products to perspectives:**

Product: Recycling

Practice: Recycle everywhere, don't litter (no trash anywhere); governmental restrictions with regards to pollution and waste products, restrictions on where/what can be built.

Perspective: Communities value recycling and environmental protection based on geographical location, resources, and practices.

- **Practices to perspectives:**

Product: Conservation of biodiversity and natural resources

Practice: Usage of natural resources; laws protecting wildlife and biodiversity

Perspective: Communities value conservation based on availability of natural resources and geography.

CONNECTIONS

Making Connections to Other Disciplines

- Science: Environment
- Civics and global citizenship

Acquiring Information & Diverse Viewpoints

- Investigating different perspectives on protecting the environment

COMPARISONS

Language Comparisons

- Expressing hopes and wishes (use of subjunctive)
- Transition words for making comparisons (par conséquent)

Cultural Comparisons

- Compare environmental issues and preservation in the US and French speaking countries
- Investigating how different cultures protect the environment

COMMUNITIES

School & Global Communities

- Volunteer in the community
- Take active steps to protect the environment

Lifelong Learning

- Self assess progress toward unit goal
- Volunteerism

WORLD LANGUAGE

LEVEL 3 UNIT 5

Contemporary Life: Bon Voyage

French HS | Intermediate Low | Level 3 | 5 Weeks



ESSENTIAL QUESTION

How do people prepare for traveling abroad?

BIG IDEAS

Students use the target language to communicate about:

- travel preparations, including vaccinations, passports, packing.
- travel arrangements, including hotel, car rental, airports.
- travel preferences, including wishes, desires and opinions.
- tourism in a francophone country, including food, sports, and recreation.

How does traveling abroad broaden one's horizons?

GUIDING QUESTIONS

How do I use language to

- prepare for and plan a trip?
- take a vacation to a francophone country?
- express preferences for vacation activities?
- express opinions, desires, and needs?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- Products:** souvenirs, Air France-KLM, Peugeot, Citroen, Renault, Ibis, Novotel, Sofitel, auberges de jeunesse, gîtes, Classes de neige, La raclette savoyarde
- Practice:** making travel arrangements, sightseeing; Ski school; popularity of skiing in France; enjoying Raclette in the winter months
- Perspective:** the French like to travel all over the world; mountains offer unique vacation opportunities; Skiing is an important national winter sport and everyone should know how to ski; It is important to maintain regional specialties.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies: Geography; Francophone regions

Acquiring Information & Diverse Viewpoints

- Cultural differences in vacationing

COMPARISONS

Language Comparisons

- Expressing wishes, desires, preferences

Cultural Comparisons

- Typical French vs. American breakfast
- KS vs. French geography
- KS vs. French recreational activities
- Typical French and American vacations

COMMUNITIES

School & Global Communities

- Applying knowledge and skills while traveling

Lifelong Learning

- Self assess progress toward unit goal