DE French 5	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
World Languages French 5	*2 terms/1 semester*
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	*6/2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
French 4	*6/2023*
PRIMARY RESOURCE ***if applicable***	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Through the study of the French-speaking world, French 5 will expand previous knowledge through the study of literature, history, current events, film and the arts and the sciences. Students will examine their own place in the global culture through their study of selected short stories, poems, novels, and other resources. Students will develop the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Course content can reflect intellectual interests shared by the students and teachers.

This course may be taken for dual credit through UW-Oshkosh CAPP.
WEIGHTED GRADE

ENDURING UNDERSTANDINGS *Students will understand that...*	**ESSENTIAL QUESTIONS** *Students will keep considering...*
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	UNIT 1: What is currently happening in the Francophone world? How does literature reflect the culture and the history of France? UNIT 2: How does literature reflect the culture and the history of France? Who was Jean de la Fontaine? What are fables and why did he write them? What are the lessons of his fables? UNIT 3: How does one's past affect one's present? UNIT 4: What makes for a good friend? Why is friendship important? Why must we keep our "esprit d'enfant" alive and well? UNIT 5: How does the history of France effect the Francophone world? How does migration affect families and individuals?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	
Culture and language are inseparable; they influence and reflect each other.	
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	

PRIORITY STANDARDS

Students will know and be able to...

Standard 1 Interpretive Communication:
Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Standard 2 Interpersonal Communication:
Students use the target language and cultural knowledge to *negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Standard 3 Presentational Communication:
Students use the target language and cultural knowledge to *present information, concepts, and ideas* on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

SUPPORTING STANDARDS

Students will know and be able to...

Standard 4 Intercultural Communication Students use the target language and cultural knowledge to *investigate, compare, explain, interact, and reflect* on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.
Standard 5 Global Competence and Community Engagement Students use the target language and cultural knowledge to *investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions* within their local and global communities.

La rentrée		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What is currently happening in the Francophone world? How does literature reflect the culture and the history of France?	Current events	*Intermediate low* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.* *Interpersonal Speaking* *Interpersonal Writing* *Interpretive* *Presentational Speaking* *Presentational Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students will be able to identify the grammatical structures of a short story.* *Students will be able to identify the passé simple in a children's story and put it into the passé composé.*
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions. 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. 2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	*Students will present a news article from a Francophone (French-speakin*
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.* 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students will present the five most important events in their life.*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
talk about 5 of the most important days in their life	review of "passé composé, imparfait, conditionnel, futur et subjonctif"	Les 5 jours
present a current events article	learn and review how to express one's opinion about a current events topic	Les infos
analyze the problem in a story	direct and indirect object pronouns	*Je fume*
		Vocab et questions
*read and understand the fables of Jean de la Fontaine (Do in French 4 or 5)		

Les Fables/Les Misérables		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How does literature reflect the culture and the history of France? Who was Jean de la Fontaine? What are fables and why did he write them? What are the lessons of his fables?	The fables of Jean de la Fontaine	*Intermediate low- Intermediate mid* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.* *Interpersonal Speaking* *Interpersonal Writing* *Interpretive* *Presentational Speaking* *Presentational Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts.	Students will read, interpret, and analyze a fable with a small group.
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	Students will listen to Alice Ayel talk about the life and times of Jean de la Fontaine and organize their learning on the topic.
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	In a socratic seminar, students will have the opportunity to debate the moral lessons of each fable. Students will also debate/discuss which lessons are the most imporant and applicable to their own lives.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.*	Given an authentic fable, students will read and rewrite a simplified version of the fable in French, using "le passé composé et l'imparfait" so that their classmates will understand and analyze the moral lesson of the fable.
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
read and understand an antiquated French fable	how to interpret the "passé simple"	Students will read, interpret, and analyze a fable with a small group.
	Here is the packet.	
can analyze the moral lesson of a fable	read *Les fables de Jean de la Fontaine*	Students will learn about the life and time of Jean de la Fontaine in
		this video presented by Alice Ayel
analyze the reasons why La Fontaine used fables to communicate his message considering the political milieu of his time and the government of Louis XIV		

Le Petit Prince		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How does one's past affect one's present?	Les Misérables and Victor Hugo	*Intermediate low- Intermediate mid* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.* *Interpersonal Speaking* *Interpersonal Writing* *Interpretive* *Presentational Speaking* *Presentational Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts.	Students will write a CEEAL paragraph analyzing one of the characters and making a claim if a particular character is good, bad, or somewhere in between. Students will support their claim with textual evidence.
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	In a socratic seminar, students will compare and contrast the times of Hugo with those of today, in the context of what social problems existed and still exist today/were solved, etc
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.*	Students will present a story from their past where they committed a seemingly insignificant crime and compare their consequences with those of Jean Val Jean's.
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
read about the life of Victor Hugo	the essential vocabulary to understand the text about the life of Victor Hugo.	analyze the characters in Les Mis and define what a romantic protagonist and antagonist
read an excerpt of Les Misérables by Victor Hugo	the essential vocabulary to understand the excerpt	
	the "plus-que-parfait" verb tense to discuss what characters had done	

Les immigrés		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What makes for a good friend? Why is friendship important? Why must we keep our "esprit d'enfant" alive and well?	Le Petit Prince and friendship.	*Intermediate low- Intermediate mid* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.* *Interpersonal Speaking* *Interpersonal Writing* *Interpretive* *Presentational Speaking* *Presentational Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: **Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.**	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students will be able to identify the character and explain the importance of different citations from Le Petit Prince.*
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions. 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. 2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	*Students will write a new chapter for Le Petit Prince in which le Petit Prince visits a planet that is inhabited by a woman and deals with a societal problem/issue that is baffling to le Petit Prince. This will be a pastiche (in which they try to replicate the style of Saint Exupéry). This chapter will also be accompanied by an original drawing in the style of St Ex.*
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.* 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students in small groups will summarize and then explain to their classmates in a formal presentation covering vocabulary, character development, etc one of the chapters of Le Petit Prince in which he visits the different planets*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
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Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Relative pronouns beyond qui and que	Vocabulary specific to students - to be generated as the story is	Resources for Le Petit Prince
Review of pronoms complements	World War 2 and the importance of Saint Exupéry as a writer and a pilot in the Free French Forces.	
Le plus-que-parfait		

Le conflit-les immigrés		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How does the history of France effect the Francophone world? How does migration affect families and individuals?	Immigration and conflict.	*Intermediate low- Intermediate mid* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.* *Interpersonal Speaking* *Interpersonal Writing* *Interpretive* *Presentational Speaking* *Presentational Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students will be able to analyze the works of poets such as Apollinaire, Rimbaud, etc and short story authors such as Daudet, Camus, etc and essays by authors such as Tahar Ben Jelloun and discuss how their writing mirrors and reflects the conflicts in France and Europe.*
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions. 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. 2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	*Students will discuss the meaing of patriotism in a small group setting.*
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.* 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students will interview and present the immigration story of either a family member, a friend or a community member.* *Students will create a calligramme in the form of Apollinaire.*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
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Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Les temps composés - le plus-que-parfait, le passé de conditionnelle	France's colonial past	The film : Joyeux Noël
	The loss of Alsace and Lorrain as a result of the Franco-Prussian war and its impact	The poems: La Colombe poignardée et le Jet d'eau by Apollinaire
	The concept of patriotism / la patrie	*Le racisme expliqué à ma fille* and/or *La Réclusion Solitaire* by Tahar Ben Jelloun
		The film: Indigènes
		The short story *La Dernière Classe* by Alphonse Daudet
		The poem: *Le Dormeur du Val* by Arthur Rimbaud

		The short story *L'Hôte* by Albert Camus
		Based on our study of conflict, apply the lessons learned about the human experience from a past conflict to a current day conflict. Analyse how certain aspects have changed and how certain aspects remain the same. Ex. WWI in Joyeux Noel to the conflict in the Ukraine.