

Understanding by Design Unit Template

Title of Unit	Family , Celebrations, Where I live and School Life.	Grade Level	9-10
Curriculum Area	French 2	Time Frame	Marking Period 1(nine weeks)
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			
<p>Content Standards World Languages 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, add to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.</p>			
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.4 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.5 Tell and write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical

<ul style="list-style-type: none"> • Housing is a basic cultural need • Origin of family name • The meaning of family name • Holiday celebrations vary across cultures. • School experiences is different across countries • Cultural expectations of chores among Francophone cultures are different from U.S. • Architectural tells a story about the region or place in each country. 	<p>How does grammar in French differ from grammar in English?</p> <p>How do homes and communities in target language countries differ from those in the US?</p>	<p>What is housing like in other countries?</p> <ul style="list-style-type: none"> •What are the different types of housing in Francophone countries? •How are houses furnished in Francophone countries? •How do appliances differ among cultures? •How and what do we celebrate? •How do I celebrate special events? •What do major holidays do cultures have in common? •What do holidays say about what is important to a culture? •How do families celebrate special events and holidays?
Related Misconceptions		
<p>All children have access to elementary education in other countries. First and second language acquisition involve the same process. Holiday celebrations follow the same norms in all cultures. Capitalization rules are very different between French and English, with significantly less capitalization on the French side. Days of the week, Months of the year, Words in titles, except the first, Languages, Religions, and Nationality.</p>		
<p>Knowledge Students will know... what they will understand , what I will teach</p>		<p>Skills Students will be able to...</p>

- ask/answer questions about holidays and family reunions
- narrate in present, past, and immediate future, about a family reunion
- make plans, concerning, holidays.

Family vocabulary

- write invitations and cards.
- accept/refuse invitations
- compare/contrast celebrations and holidays.
- describe a bedroom
- describe the rooms in a house/apt.
- identify furniture and appliance in a house/apt.
- read advertisements for housing
- make suggestions.

compare housing in the Francophone world with own house/apt.

- Adjectives to describe housing
- prepositions of location
- avoir/être
- venir de
- Present tense
- Near future
- Preposition to locate and place furniture in a house/bedroom
 - stem change verbs
 - direct and indirect object pronouns
 - passé composé with avoir and etre
 - Transitions: d'abord, puis, et, mais, puis, prochain, ensuite, cependant, néanmoins, enfin, finalement.
 - Questions words.
 - Negation
 - Possessive adjectives.

- Identify family relationships.
- Understand short passages about families in Francophone countries.
- Ask simple questions /answers about family members.
- Describe my family and tell people's ages and birthdays.
- Tell about my family in relationship to me.
- Describe physical characteristics of family members and myself.
- Write about my family members such as their likes and dislikes, physical descriptions, ages, professions, and personalities.
- Compare my family traditions with those in Francophone countries.
- Write and design an invitation to a family celebration.
- Understand when hearing times classes start and finish. (listening
- Understand short readings that describe classes and teachers.
- Tell about my school life and activities
- Compare my school with schools in Francophone countries.
- Interpret a schedule from a Francophone school.
- Read and interpret cultural differences about families and identify different holidays traditions and dates.
- Understand when people talk about houses, rooms, furniture and appliances
- Read and interpret descriptions of houses in different Francophone countries.
- Do basic chores when asked to (ranger la chambre and laver).
- Discuss and tell about my house and my bedroom.
- Compare my house with houses in French –speaking countries
- Write an ads about a type of housing.
- Describe my bedroom and the items in it.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Read about family from different cultures and explain how they similar or different.

Interpersonal:

Discuss an online housing ads research.

Interpret a schedule from a francophone country

Create an invitation card for your upcoming birthday.

Presentational:

Create a short story about your house, or school or family with a beginning, continuing and ending, and then present it to the class.

Design a family tree, including.

Create an ad for a house or apartment for rent or sell including price, location, time and phone number to reach you and describe it to the class.

Teachers will use the following webpage to post assessment (quizzes and test)

www.goformative.com

www.googleforms.com

www.quizzes.com

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

Teacher will utilize various activities to start and close lessons. Warm up will be a short video, or a picture to describe, a grammar activity to compare to English, or any part of a lesson that need more practices.

Closure can be a quick question that summarizes the objectives on Padlet, or other A question that summarize the objective to answer Self-reflection about the lesson.

Activities

Review French one skills the first week

- family and possessive adjectives quiz
- present tense of regular verbs quiz.
- housing and furniture quiz
- Students create their own vocabulary for each lesson with Quizlet
- Students create a short conversation about school life, family, room or house description.
- students compare placement of adjectives in French and in English adjective (of descriptions, colors,)
- Students choose a family picture, describe each person physical traits and characteristics, compare with a partner and then present it to the class.
- Using the internet, students will create an ad for a house for rent or sale.
- Students create a poster for household chores and discuss their likes and dislike about chores.
- Students apply the present tense, and the near future to tell about their project.
- Students compare school schedule from Francophone countries.
- Students read authentic material or teacher created material about family, school life, the house and celebration.
- Students discuss their favorite holiday and compare them to Francophone countries.
- Evaluate and interpret texts and materials related to activities such as tennis, basketball, swimming, movies and board games.
- Understand announcements and advertisements about sports and leisure related activities.
- Comprehend spoken or written narratives about leisure activities and sports.
- Prepare and present (orally or in written form) an explanation of how to play a sport.
- Create a radio broadcast of a sporting event.
- Research your favorite sport and its prominence in the French-speaking world.
- Create an original sport/game and relate it to the class so it may be played competitively.
- Play a French sport such as les boules as a cultural activity, requiring French

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Title of Unit	Bon appetit, Going to the Café, Shopping for Food.	Grade Level	10-12
Curriculum Area	French 2	Time Frame	Marking Period 2
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			
<p>Content Standards World Languages 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, ad to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.</p>			

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- 7.1.NH.A.4 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.5 Tell and write about cultural products associated with the target culture(s), and simulate common cultural practices.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • The metric system is different from the US system • Food are quantified using different unit in US than other countries • Sizes for clothes and shoes are different from European and American store. • Read and interpret a café /restaurant menu • Order food and drinks • Express likes and dislikes • Invite someone to a café and ask at what time • Write and read a restaurant review • Recognize prices in euros from 1-1000 • Classify food according to country of origins <p>Shopping for food experiences can be different from other countries.</p>	<p>How do people in different culture value food?</p> <ul style="list-style-type: none"> • What aspects of a city change according to a culture? 	<ul style="list-style-type: none"> • What can I order at a café? • What are popular foods and drinks in Francophone countries? • What are some specialties of a café? <p>How do I order in a café?</p> <ul style="list-style-type: none"> • How does culture affect who you are? • How will a Francophone city compare to mine? • What are the influences of other cultures on Francophone cities? • What is everyday life like?
Related Misconceptions		

Most people around the world eat three meals a day.
 In every culture, people eat their food with utensils.
 Unit of measurement differ in the US, but they have the same equivalent weight in the metric system.

Knowledge

Students will know...

Interpret grocery ads.
 Identify which foods are in certain stores
 Create grocery list for each department in a supermarket.
 explain a recipe in TL
 create a menu for a picnic
 Design an invitation card for a dinner or celebration.
 Order food and pay the bill in a restaurant or café
 Recommend what to choose on a menu
 Share information about different francophone food and drink and state my preferences.

Skills

Students will be able to...

- Discuss and compare different opportunities for shopping from a small specialized store, to hypermarkets, and online experiences in the United States and France.
- Analyze a picture and guess what the dialogue is about, and then write five possible sentences.
- Make a collage for the classroom wall of packaging labels from French items sold in American supermarket. Students may use magazine, flyers, or their smartphone to take pictures of different items.
- Explain a grocery ads I details to someone
- Categorize each food un the aisle's name they are sold.
- Compare and contrast and original recipe from France and US explain the similarities and differences in the ingredients.
- Create a healthy menu for a meal of your choice and explain your choices.
- Create a restaurant scene conversation for a special occasion to dine in a fancy restaurant for a birthday, or anniversary or family event.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Listen/view/read to authentic media related to French native speaker theme such as: a menu, an invitation for dinner at a friend’s house.

Interpersonal:

Students interview a classmate about their shopping and food preferences
Record a conversation with a friend about s visit to a museum and art works.

Presentational:

- Create a story with a beginning, continuing and ending, about shopping for food for Christmas dinner and then present it to the class.
- Design a menu for a café of your choice, including name, address, four categories, prices in euros, and pictures of food and beverages.
- Create a menu for the next upcoming holiday dinner event Thanksgiving or Christmas in your family. The menu should include choices for vegetarian, people with food allergies, and choice of beverages. Send an invitation to a friend in Canada to come to dinner.
- Cultural Comparison – Speak about the differences and similarities between restaurant experiences and food in France and the United States.

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Other Evidence

Learning Plan (Stage 3)

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- Identify word association and cross out the words that do not belong.
- Perform a conversation in a deli aisle between the vendor and you asking for quantity of three different items.
- Explain the recipe for how to make an omelet in target language to the teacher step by step.
- The expression of quantity such as a slice of, a packet of, a piece of, a bottle of, a kilo of etc... have the same structure with the word de or d' and not du, de la, and des.
- Review colors utilizing flags of different countries and ask students to identify the colors.
- Create a conversation in a restaurant
- Practice the verbs vouloir et pouvoir, acheter, payer, choisir, recommander.
- Assign the name of six groups of food store to six different group in the class and call out the name of a food, the group where it is sold stands up and uses it in a sentence to tell they sold.....at.....

Title of Unit	Daily Routines and Childhood Memories	Grade Level	10-12
Curriculum Area	French 2	Time Frame	Marking Period 3
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			

Content Standards

World Languages 7.1

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Understandings

Overarching Understanding

Essential Questions

Overarching

Topical

<ul style="list-style-type: none"> • Students understand when someone is retelling stories about his/her childhood. • How to discuss my childhood memories and those of others. • Distinguish when to use the imparfait and the past tense to narrate a story. • Describe self and others as children and sequence events in the past. • Interpret and analyze literature and film as well as express opinions about the literature in the film. • Use the imperfect to make suggestions. To say How about....? • Understand that life in the cities is different than life in the suburbs. • 	<ul style="list-style-type: none"> • What makes a children's story universally appealing? • What do we learn about history when listening to personal narratives? • How do we learn from our past? • How does the past shapes us? 	<ul style="list-style-type: none"> • What is your daily routine at home/in school? • What is your course schedule looks like? • How do you express feelings and conditions in French? • Who are you and what do you look like? • What are some chores you do at home?
Related Misconceptions		
<p>Life in the city is easier than life in the suburb. The imperfect and the past tense are the same in French. Children in develop countries are happier than those in underdeveloped countries.</p>		
Knowledge Students will know...		Skills Students will be able to...
<p>Compare childhood histories from one culture to another</p> <ul style="list-style-type: none"> • Formation of the imparfait • passé compose with avoir and etre • compare imparfait vs. passé composé in french and English • transitions: d'abord, et, mais, cependant, donc, puis, prochain, premièrement, enfin, ensuite, finalement • Vocabulary from Au Revoir les Enfants film • Personal childhood vocabulary (use of dictionary to personalize childhood experience stories. • Describe part of the house ad list my daily chores. • Describe my daily routine. 		<p>Narrate and sequence events in the past tense. Summarize a movie and invent a different ending. Write about my childhood memories and those of others. Compare my past life experiences with those of others. Create a poster that describes the chores I like to do. Compare my daily routines to those of a francophone student. Compose a story about my childhood Explain to someone the games and toys I like when I was a child. Describe my daily routines Outline the chores I like and dislikes to a friend Write a story about someone childhood. It can be a celebrity, an imaginary character, a cartoon character</p>

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Listen/view/read to authentic media related to French native speaker about children book, children story.

Use authentic and teacher created artifacts and internet resources such as Screencastify and iMovie to create a story about my childhood.

Interpersonal:

Students interview a classmate about their childhood memories and what do they missed about it.

Record a conversation with a friend talking to your childhood memories.

Presentational:

- Create a story with a beginning, continuing and ending, about your childhood and then present it to the class.
- Design a store catalog of their choice, including pricing, and item details appropriate.
- Create a brochure for the house chores that you like and dislikes and share it with an email message in French with a friend in another country.
- Cultural Comparison – Speak about the differences and similarities between children rear in France and the United States.

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Other Evidence

Learning Plan (Stage 3)

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Movie summary: **Au Revoir les Enfants**. Teacher provides a guide and questionnaire to analyze and summarize the movie.
 Identify word association and cross out the words that do not belong.
 Compose oral presentation of childhood story
 Create an online a poster or a PowerPoint presentation, or photo album of my childhood
 Explain The imperfect tense and the past tense similarities and differences.
 Create picture vocabulary for childhood game and toys you played as a child.
 Expression obligation to do something with have.
 Categorize Vocabulary of part of the house and household chores associated with each part.
 The superlative and comparative adjective to compare life in the cities and the suburb.
 Quiz part of the house and household chores
 Quiz imparfait and passé compose

Title of Unit	Healthy Living, Let's Have Fun, and Vacation.	Grade Level	10-12
Curriculum Area	French 2	Time Frame	Marking Period 4
Developed By	Mirlene Jean-Francois		

Identify Desired Results (Stage 1)

**Content Standards
World Languages 7.1**

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- 7.1.NH.C.1

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>Travel needs and desires vary across culture Transportation mode is different from country to countries Compare and contrast the ma Understand that restaurants and dining options may vary based on cultural needs. How diets and exercise play an important role in being healthy. Describe a monument utilizing adjectives and color and location. Talk about a past visit to Paris in the past tense Interpret a map to get around the city. How to ask for information Report an emergency situation How to obtain a visa to travel to certain places How to apply for a passport</p>	<p>How does French and American vacation destinations similar and different? What opportunities does travel offer?</p>	<p>What vocabulary do I need to plan a trip? How can travel vary across cultures? What do I need to know before I travel to a foreign country? What is "La Francophonie"</p>
<p style="text-align: center;">Related Misconceptions</p> <p>Skinny people are healthier than obese people. All people in France eat snails. People in France drink more wine than water.</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Travel vocabulary
- Transportation vocabulary
- Vacation vocabulary
- List of countries and nationalities
- The passé composé with être and avoir
- The future tense
- Direct object pronouns
- Agreement of past participles with direct object pronouns
- Prepositions with names of cities and countries
- Point out faux amis such as formidable.
- Question formation using inversion with passé composé
- Adverb placement using passé composé
- Irregular verbs avoir, être, aller, faire, prendre, apprendre, comprendre, vouloir, pouvoir, mettre
- Dual verbs (aller, vouloir, aimer, détester + infinitive)
- Question words and formation
- Identify French-speaking countries and regions
- Contractions/partitives
- Telling time
- Weather

Learn about the geographic and cultural features of an overseas French territory
 Compare the metric system vs. the Us System.
 Write about places I visited and things I did.

- Discuss temperature and weather in Francophone countries.
 - Discuss the use of the 24-hour clock in francophone countries.
 - Explore the Musée d'Orsay, Le Louvre and Le Centre Pompidou in Paris, France.
 - Learn about the culture and geography of French Polynesia and French Guyana.
 - Identify how people in francophone cultures travel.
 - Discuss the la Société Nationale des Chemins de Fer Français (SNCF), le Train à Grande Vitesse (TGV), les Transports Express Régional (TER).
 - Assess popular vacation destinations in the francophone world and the typical sightseeing and activities associated with them, such as museum visits and famous landmarks.
- Assess how hobbies and pastimes vary by culture.
 Explain how musical preference and style vary by culture

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Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Listen/view/read to authentic media related to French native speaker theme such as: Art, music, video, literature and videos centered on target theme.

Use authentic and teacher created artifacts and internet resources such as store and restaurant reviews, online reviews, and product description.

Interpersonal:

Students interview a classmate about their dream vacation and what country they would like to visit.

Record a conversation with a friend about a visit to a beach and what you did.

Presentational:

- Create a story about your recent travel with a beginning, continuing and ending, and then present it to the class.
- Create a brochure for the city that you have visited and send it to a friend in another country.
- Cultural Comparison – Speak about the differences and similarities between the transportation, the hotel, and airport from the country you visited to the U.S.
-

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- Write, review, and edit own story about interesting travel.
- Create and present travel posters on a French-speaking country.
- Read authentic travel brochures and create an original for class presentation.
- Design an imaginary trip to a French country.
- Plan and coordinate a trip to a francophone country.
- Complete a passport application from a French-speaking country.
- Request in writing information on a French-speaking country you would like to visit.
- With a peer, create a skit/exchange emails to discuss travel plans for a trip to a francophone country.
- Research and create an itinerary of travel to/from a francophone country utilizing authentic resources.
- Write a review for the hotel you stayed for your trip and give it stars.
- Make a reservation at a hotel/youth hostel.
- Check in and out of a hotel.
- Ask about items/features of a hotel room.
- Discuss how, when and where working people take vacations