



Course Name French 2

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the	<i>Students will be able to independently use their learning to...</i> ☐ communicate with others in the French language in both speaking and writing. ☐ understand the communication of others in both reading and listening. ☐ implement body language and gestures in order to help get their point across.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do I communicate effectively in French? ☐ What can I do to understand French better? ☐ What can I do to be understood better in French?
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in French at an evolving novice low/mid/high level	<i>Students will be skilled at...</i> ☐ pronunciation of the French language.

language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	☐ how to read and listen in French at an evolving novice low/mid/high level.	☐ using body language and gestures to enhance communication. ☐ implementing learned vocabulary to communicate appropriately. ☐ using basic sentence structure to communicate at a novice level.
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Course Name French 2

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and francophone countries. ☐ Apply cultural norms while in the French-speaking countries.. ☐ Gain an appreciation for cultural differences across the globe.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal)in	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and

an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	the French-speaking countries ❑ Cultures are different between and among countries ❑ Cultural differences are not “right” or “wrong.” They’re simply different.	French-speaking countries similar and different? ❑ How does one speak using the proper forms of address in French-speaking countries?
	Acquisition	
	<i>Students will know...</i> ❑ Cultural differences between the United States and French-speaking countries ❑ The French-speaking countries and their location ❑ Additional information about French-speaking countries.	<i>Students will be skilled at...</i> ❑ How are the cultures of the United States and French-speaking countries similar and different? ❑ How does one speak using the proper forms of address in French-speaking countries?



Course Name French 2

Unit Title Structure of Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer
Standard 4.1: Students demonstrate	<i>Students will be able to independently use their learning to...</i> ❑ Understand and apply French pronunciation and intonation.

understanding of the nature of language through comparisons of the language studied and their own.	☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply present tense French.. ☐ Understand and apply past tense French (passé-composé).	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ French pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the French language is often different from the structure of the English language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between French and English pronunciation and intonation ☐ What similarities and differences are there between the structure of the French language and the structure of the English language.
	Acquisition	
	<i>Students will know...</i> ☐ The basics of French phonetics. ☐ Basic French sentence structure. ☐ Present tense sentence structure in simple sentences. ☐ Reflexive verbs ☐ Present and past tense	<i>Students will be skilled at...</i> ☐ Pronouncing the different French letters and phonemes. ☐ Applying basic sentence structure in the present tense and preterite tense.



Course Name French 2

Unit Title Vocabulary Building

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	<i>Students will be able to independently use their learning to...</i> ☐ develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in French.. ☐ using guided prompts to speak in sentences and write a paragraph at a basic level in French. ☐ continue to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ it is essential to grow their vocabulary to communicate ☐ students will	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How can I make more complex sentences?
	Acquisition	
	<i>Students will know...</i> A strong vocabulary is essential for communication in a second language All French nouns have a grammatical gender. ☐ Shopping	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking with guided prompts. ☐ Applying the correct vocabulary to write short, directed compositions.

	☐ Housing ☐ Body and health ☐ Vacationing ☐ Routine activities ☐ Chores ☐ Other vocabulary as determined by student and teacher interest and need.	☐ Understanding learned vocabulary in listening and reading.
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