



Course Name French 4

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 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 at an intermediate level. ☐ 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 better understood in French?
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in French at a developing intermediate 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 a developing intermediate level. ☐ Write a personal narrative on a given topic. ☐ Describe in detail. ☐ Use circumlocution ☐ Write a “how-to” piece using the subjunctive. ☐ Compare and contrast ☐ Persuade/convince someone	☐ expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary.
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Course Name French 4

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	<i>Students will be able to independently use their learning to...</i> ☐ Locate and identify the French-speaking countries. ☐ Provide information about the French-speaking countries. ☐ Discuss cultural similarities between the United States and the French-speaking countries. ☐ Apply cultural norms while in the French-speaking countries. ☐ Use the formal and informal forms of address. ☐ Gain an appreciation for cultural differences across the globe.	
	Meaning	

studied. Standard 2.2: Students demonstrate 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.	UNDERSTANDINGS <i>Students will understand that...</i> ❑ there are different forms of address (formal/informal) in French-speaking countries. ❑ Cultures are different between and among countries. ❑ Cultural differences are not "right" or "wrong." They are simply different.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ❑ In what ways are the United States and 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> ❑ The difference between formal and informal forms of address in French. ❑ Cultural differences between the United States and French-speaking countries ❑ How to identify French-speaking countries and their locations. ❑ Additional cultural information about French-speaking countries.	<i>Students will be skilled at...</i> ❑ Using the correct forms of address in French. ❑ Applying the cultural norms of French-speaking countries. ❑ Discussing cultural differences between the United States and French-speaking countries. ❑ Describing the characteristics of French-speaking countries.



Course Name French 4

Unit Title Structure of Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply French pronunciation, intonation, and prosody. ☐ Understand and apply basic phrase and sentence structure in French. ☐ Understand and apply the present tense of French. ☐ Understand and apply the passé composé tense of French. ☐ Understand and apply the imperfect tense of French. ☐ Understand and apply the imperative form of verbs in French using both formal and informal address. ☐ Understand and apply the simple future tense of French.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ French pronunciation and intonation 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?

	❑ French relies much more on agreement (noun/adjective, noun/article) than English does. ❑ French has two past tenses, which are used in different situations.	❑ When should you employ the passé composé and the imparfait in French? ❑ How can I accord a noun and an adjective in French?
	Acquisition	
	<i>Students will know...</i> ❑ French phonetics. ❑ French sentence structure. ❑ Present tense sentence structure in French. ❑ When to use the passé composé vs. the imperfect tense. ❑ The future simple and conditional tenses in more complex sentences. ❑ Object pronouns ❑ Relative pronouns ❑ The subjunctive tense with necessity and emotions ❑ The subjunctive vs. the indicative	<i>Students will be skilled at...</i> ❑ Applying sentence structure in the present tense, the passé composé, the imperfect tense, and the future simple tense. ❑ Applying the correct verb tense, the passé composé or the imperfect, in the correct situations. ❑ Using the correct mood in French



Course Name French 4

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 and expand on an active vocabulary on a variety of themes in order to speak and write at an intermediate level in French. ☐ develop an increasing vocabulary based on a variety of themes in order to understand spoken and written French. ☐ continue to use circumlocution to talk around words they do not know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary base is essential for communication in a second language ☐ Solid vocabulary retention and recall require daily practice.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with the four language learning skills? ☐ How do I get my point across in French when I do not know all the vocabulary?
	Acquisition	
	<i>Students will know...</i> ☐ Vocabulary related to school life and hobbies.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing.

	❑ Vocabulary related to personal relationship and different stages of life ❑ Vocabulary related to various media/art forms. ❑ Vocabulary related to travel and the world of work. ❑ Places in your neighborhood ❑ Other vocabulary as determined by student and teacher interest and need.	❑ Understanding learning vocabulary in listening and reading. ❑ Use vocabulary to communicate effectively in verbal and in written form. ❑ Circumlocution skills to convey meaning when you get stuck.
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