



Course Name French 4H

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 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	<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. ☐ Gain an appreciation for cultural differences across the globe.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Cultures are different between and among countries ☐ Cultural differences are not “right” or “wrong.” They’re simply different.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How 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>	<i>Students will be skilled at...</i> ☐ Using the correct forms of address in French.

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.	☐ Cultural differences between the United States and the French-speaking countries ☐ The French-speaking countries and their location ☐ Additional information about the French-speaking countries.	☐ Applying cultural norms of the French-speaking countries. ☐ Discussing cultural differences between the United States and French-speaking countries ☐ Describing characteristics of the French-speaking countries
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Course Name French 4H

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 more complex phrase and sentence structure. ☐ Understand and apply present tense to all verbs. ☐ Understand and apply preterite tense. ☐ Understand and apply imperfect tense. ☐ Effectively incorporate the imperative mood. ☐ Understand and effectively use the indicative vs. subjunctive moods in French. ☐ Understand and apply future and conditional tenses in complex sentences in French.
	Meaning

	UNDERSTANDINGS <i>Students will understand that...</i> ❑ The structure of the French language is often different from the structure of the English language ❑ French has complex tenses, which are used in different situations. ❑ French has many tenses and multiple moods that are used in different situations and contexts, many times dependent on the intent of the speaker.	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> ❑ All French verb tenses ❑ Advanced French sentence structure. ❑ The difference between indicative and subjunctive mood ❑ Relative pronouns ❑ Comparative / superlative of adjectives and adverbs	<i>Students will be skilled at...</i> ❑ using the different moods in French. ❑ Applying sentence structure in the present tense, past tenses and present subjunctive tense. ❑ Applying the correct verb tenses in the correct situations.



Course Name French 4H

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 the themes in order to speak and write at an evolving mid/high intermediate level in French . ☐ develop an increasing vocabulary base on a variety of themes in order to understand spoken and written French. ☐ continue to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ vocabulary needs to be used in order to be retained.	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, if I don't know the vocabulary? ☐ How can I increase my vocabulary acquisition.
	Acquisition	
	<i>Students will know...</i> ☐ Families, family members and relationships	<i>Students will be skilled at...</i>

	☐ technology and the influence of the media. ☐ Different societies ☐ Personal characteristics and professions ☐ Environment ☐ Cities and around the city. Housing and places in the neighborhood.	☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading. ☐ Use vocabulary to communicate effectively in verbal and in written form ☐ Circumlocution skills: learn how to convey meaning when you get stuck
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Course Name French 4H

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	<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.

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 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.	<table border="1"> <tr> <td colspan="2" data-bbox="751 188 1325 545"> ❑ To reinforce and expand upon previously learned communicative language skills ❑ To further develop proficiency in listening, speaking, ❑ To achieve higher proficiency on all skills levels ❑ To be aware to the global extent of the French-speaking world and its integration into their daily lives and future aspirations. ❑ To advance students' grammatical knowledge and sharpen their written and oral communication skills. ❑ To demonstrate an intermediate level of proficiency set forth by the ACTFL Proficiency Guidelines </td></tr> <tr> <td colspan="2" data-bbox="751 545 1917 586">Meaning</td></tr> <tr> <td data-bbox="751 586 1325 889"> 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. </td><td data-bbox="1325 586 1917 889"> 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? </td></tr> <tr> <td colspan="2" data-bbox="751 889 1917 930">Acquisition</td></tr> <tr> <td data-bbox="751 930 1325 1382"> <i>Students will know...</i> ❑ how to speak and write in French at an evolving mid/high intermediate level ❑ how to read and listen in French at an evolving mid/high intermediate level. ❑ Talk about themselves and friends • Say what they know how to do • Talk about people and places they know • Describe their daily routine • Make comparisons </td><td data-bbox="1325 930 1917 1382"> <i>Students will be skilled at...</i> ❑ pronunciation of the French language. ❑ using body language and gestures to enhance communication. ❑ expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary </td></tr> </table>	❑ To reinforce and expand upon previously learned communicative language skills ❑ To further develop proficiency in listening, speaking, ❑ To achieve higher proficiency on all skills levels ❑ To be aware to the global extent of the French-speaking world and its integration into their daily lives and future aspirations. ❑ To advance students' grammatical knowledge and sharpen their written and oral communication skills. ❑ To demonstrate an intermediate level of proficiency set forth by the ACTFL Proficiency Guidelines		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 mid/high intermediate level ❑ how to read and listen in French at an evolving mid/high intermediate level. ❑ Talk about themselves and friends • Say what they know how to do • Talk about people and places they know • Describe their daily routine • Make comparisons	<i>Students will be skilled at...</i> ❑ pronunciation of the French language. ❑ using body language and gestures to enhance communication. ❑ expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary
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	❑ Tell descriptions, life occurrences and personal stories in complex tense(s). ❑ Describe activities • Persuade or influence others • Make requests and recommendations • Express opinions • Talk about media and the community ❑ Discuss technology • Express environmental concerns and possibilities • Make predictions • Discuss cause and effect • Discuss obligations and responsibilities • Express point of view and make recommendations ❑ Describe people • Tell what others do • Express wishes and desires • Describe people and things • Express doubt, denial, and disbelief • Express positive and negative emotions ❑ Talk about future plans ❑ Describe places in your neighborhood, household items and actions	
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