



Course Name French 5

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	<i>Students will be able to independently use their learning to...</i> ☐ 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	
	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 at French?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i> ☐ pronunciation of the French language.

of topics. Standard 5.1: Students use the language both within and beyond the school setting.	☐ how to speak and write in French at an advanced level ☐ how to read and listen in French at an advanced level.	☐ using body language and gestures to enhance communication. ☐ implementing learned vocabulary to communicate appropriately. ☐ using advanced sentence structure to communicate at an advanced level.
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Course Name French 5

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	<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

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 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 the France-speaking countries ❑ 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> ❑ 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 the formal and informal forms of address in French ❑ 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.	<i>Students will be skilled at...</i> ❑ Using the correct forms of address in French. ❑ 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



Course Name French 5

Unit Title Structure

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.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply French pronunciation, intonation and prosody. ☐ Understand and apply more complex phrase and sentence structure. ☐ Understand and apply present tense French. ☐ Understand and apply preterite tense French. ☐ Understand and apply imperfect tense French. ☐ Understand and apply French formal and informal commands. ☐ Understand and apply present subjunctive French.	
	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	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

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.	often different from 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.	between the structure of the French language and the structure of the English language?
	Acquisition	
	<i>Students will know...</i> ☐ French phonetics. ☐ French sentence structure. ☐ Present tense sentence structure. ☐ Preterite tense sentence structure. ☐ Imperfect tense sentence structure. ☐ When to use the preterite vs. imperfect tense ☐ More complex present subjunctive sentence structure and uses ☐ Use of superlatives and comparatives.	<i>Students will be skilled at...</i> ☐ Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense. ☐ Understanding with whom to use formal and informal commands and how they are formed. ☐ Applying the correct verb tense, preterite or imperfect, in the correct situations.



Course Name French 5

Unit Title Vocabulary

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	<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 low/mid-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 do not know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal) in the French-speaking countries ☐ Cultures are different between and among countries	ESSENTIAL QUESTIONS <i>Students will keep considering...</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 the French-speaking countries?

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.	☐ Cultural differences are not “right” or “wrong.” They’re simply different.	
	Acquisition	
	<i>Students will know...</i> ☐ Games ☐ Hobbies ☐ Sports ☐ Careers ☐ Career Readiness ☐ Travel ☐ Health	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading.