

Windham School District



French Curriculum

Approved by the Windham School Board on 06/07/2022

WINDHAM SCHOOL DISTRICT

French

TEAM

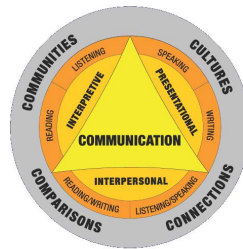
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Mission Statement

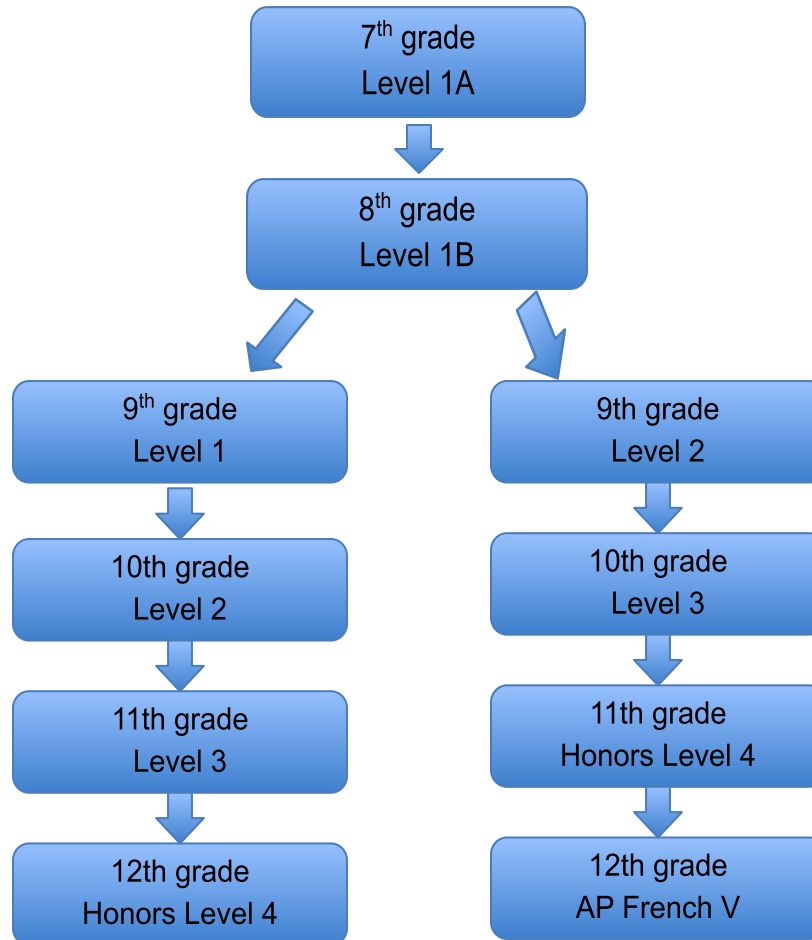
Learn a Language; Share a Culture; Be a Part of the World!

Students will communicate at level in the target language in both oral and written forms: listening, speaking, reading, and writing. Students will demonstrate an understanding of the relationships between the products, practices, and perspectives of the target culture and participate in multilingual communities (within the school settings and beyond). Students will engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own. Students will learn to respect the many global similarities and differences.

The French curriculum ties to the World Language standards of the American Council on the Teaching of Foreign Languages.



World Languages Curriculum French Learning Progression



Curriculum Overview

Title of Curriculum: French 1A (Grade 7)

Unit Name	Why Enduring Understandings	How Skills	What Content
Unit 1: Hello friends!	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Greet and respond in French Introduce oneself and others Understand and use the French Alphabet Ask and tell age Give and receive telephone numbers and email addresses Use and understand basic classroom phrases and vocab Know basics of geography of French-speaking country Understand pronunciation and usage of the French Alphabet and accents Use the verb “avoir” in the affirmative and negative 	<ul style="list-style-type: none"> Greetings and responses to greetings in French Introducing oneself Talking about friends and family Alphabet & accents Importance of learning another language & the role of French in the world Content related to the classroom Numbers 1-10 Subject Pronouns The verb avoir Negation
Unit 2: What do you like?		<ul style="list-style-type: none"> Ask others about their likes, dislikes, and hobbies Agree or disagree with someone Express their preferences and how often they do things Write -er verbs in the present tense Make contractions with à Identify question words and form their own questions 	<ul style="list-style-type: none"> Likes and dislikes Hobbies Agree and disagree Preferences Adverbs (frequency) Definite articles -er verbs Irregular plurals Contractions with à Conjunctions Est-ce que

Unit 3: How is the family?		<ul style="list-style-type: none"> ● Ask about and describe others ● Offer their opinion ● Describe their family ● Ask about other families 	<ul style="list-style-type: none"> ● Description vocab ● Opinions ● Family members ● The verb être ● Adjectives ● Adjective agreement ● Possessive adjectives ● Contractions with de ● C'est vs. il est
Unit 4: My school year		<ul style="list-style-type: none"> ● Ask about classes ● Tell their schedule ● Conjugate irregular verbs in the present ● Ask others what they need ● Express what they need ● Inquire about things and buying them 	<ul style="list-style-type: none"> ● Class subject vocab ● Classroom vocab ● -re verbs ● -ger and -cer verbs ● "le" with days of the week ● Days ● Months ● Seasons ● Telling time ● Préférer and acheter ● Agreement ● Colors ● Price

Title of Curriculum: French 1B (Grade 8)

Unit Name	Why Enduring Understandings	How Skills	What Content
Unit 1: Free time	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Ask and describe interests Accept and refuse invitations Pose invitations Use the verb faire Form their own questions Talk about things that are going to happen Talk about things that just happened 	<ul style="list-style-type: none"> Interests Activities Invitations/plans The verb faire Question words Adverbs The verb aller The futur proche The verb venir The passé récent Places in town Weather
Unit 2: Enjoy your meal		<ul style="list-style-type: none"> Read a menu in French Place an order and ask about food Ask about prices and paying the bill Use -ir verbs in the present tense 	<ul style="list-style-type: none"> Food Meals Snacks Drinks Partitive -ir verbs Vouloir, prendre, boire The imperative
Unit 3: Shall we go shopping?		<ul style="list-style-type: none"> Describe clothes Ask about the cost of clothes Tell an associate what they need Specify which item they are talking about Give their opinion about clothes Ask about prices Talk about deals 	<ul style="list-style-type: none"> Clothes Accessories How to talk to a sales associate Interrogative adjectives Demonstrative adjectives New adjectives Sizes Opinions Le passé composé

Unit 4: At home		<ul style="list-style-type: none"> • Describe their homes • Talk about chores • Ask for permission to do things • Give permission • Ask where things are located • Tell where things are • Tell how often they do things 	<ul style="list-style-type: none"> • Rooms in a house • Household items • Furniture • Chores • Permission • Pouvoir and devoir • Ask where things are • Dormir, sortir, partir
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Title of Curriculum: French 1 (WHS)

Unit Name	Why Enduring Understandings	How Skills	What Content
Unit 1: Introduction: Let's get to know each other	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Greet and respond to greetings in French Introduce yourself and others Understand and use the French Alphabet Comprehend and communicate giving name, saying where you are from Understand, speak, and write telephone numbers using 1-10 Use and understand basic classroom phrases Know basics of geography of French-speaking countries 	<ul style="list-style-type: none"> Greetings and responses to greetings in French Introducing oneself Talking about friends and family Understanding pronunciation and usage of the French Alphabet
Unit 2: Everyday		<ul style="list-style-type: none"> Ask for foods and beverages Ask about prices Learn formal and informal verbs and pronouns Express hunger and thirst Use definite and indefinite articles Tell time Give the date Describe the weather 	<ul style="list-style-type: none"> Snack foods and beverages Prices Formal/Informal verbs and pronouns Forms of "avoir" with hunger/thirst Definite and indefinite articles "time" "etre" to tell time. Days of the week Months of the Year The date Weather expressions Seasons
Unit 3: What are we doing?		<ul style="list-style-type: none"> Express wishes Form questions Conjugate "er" and irregular verbs Compare school in U.S. and France Compare phone etiquette in U.S. and France 	<ul style="list-style-type: none"> Activities Conjugations of "etre" Describing locations Negative expressions Conjugations of "er" verb Forming questions Irregular verb "Faire"

			<ul style="list-style-type: none"> ● Expressions of wishes and wants ● Conjugations of regular and irregular verbs ● Formation of questions ● School classes and schedules
Unit 4: The personal and familiar world		<ul style="list-style-type: none"> ● Describe people and objects ● Describe personal items and your bedroom ● Express what you have and what you don't have ● Describe using prepositions ● Make articles plural ● Express ideas using definite articles ● Describe people using adjectives about personalities and nationalities. ● Describe items using color ● Form agreements with adjectives and nouns ● Learn about Haiti ● Learn about the "rules of the road": French and driving 	<ul style="list-style-type: none"> ● Vocabulary: les personnes (people) ● Questions about people ● Adjectives: Masculine and feminine ● Objects: asking about objects ● Vocabulary for bedroom ● Prepositions ● Expressions using AVOIR ● Haiti: Connections ● Plural definite and indefinite articles ● Uses of the definite article to express ideas ● Importance of friendships in the French culture ● Adjectives to describe personality, nationality ● Colors ● Noun/adjective agreement ● Adjective placement ● Physical descriptions of people and objects, ● Description of personal items and your bedroom ● Expressions of what you have and what you don't have ● Descriptions with prepositions ● Formation of plural articles ● Expressions using definite articles ● Descriptions using personalities, nationalities, and colors. ● Placement of adjectives
Unit 5: A Town		<ul style="list-style-type: none"> ● Learn about cities ● Understand building names ● Learn directions ● Describe homes 	<ul style="list-style-type: none"> ● Cities and towns: buildings, places of interest, directions ● Activities: Nouns and verbs ● Home and apartments

		<ul style="list-style-type: none"> ● Use the verb “to go” in the present and “Near Future” tense ● Place prepositions ● Use the verb “to come” ● Understand pronoun differences (stress/possessive pronouns) Describe families and pets 	<ul style="list-style-type: none"> ● Irregular verbs: aller, venir, ● Prepositions: chez, à and de with the definite articles ● Places and events, getting around town, in a restaurant ● “Near future” tense ● Playing sports and instruments ● Stress Pronouns ● Descriptions using “de” ● Possession: “de” and adjectives ● Family members ● Ordinal numbers ● Cultural Information: ● At the café, Pets in France, When in Paris...Landmarks ● Movies,Tintin, French singers ● Le Paris: using maps ● Cultural information about French cities and Paris (in particular) ● Building names and descriptions ● Directions ● Home descriptions ● Locations of Paris ● Use of verb “to go” and “to come” ● Use of Prepositions ● Activities ● Descriptions of Family /Importance of pets ● Use & placement of stress and possessive adjectives
Unit 6: Shopping		<ul style="list-style-type: none"> ● Learn vocabulary of clothing ● Describe with adjectives ● Use new verbs ● Learn regular IR, RE verbs ● Compare with adjectives ● Use verbs as relating to spending or earning money and wearing clothing 	<ul style="list-style-type: none"> ● Name and describe the clothes that you wear ● Discuss style ● Vocabulary to shop for clothes and other items ● Vocabulary to talk about money ● Vocabulary to make comparisons

			<ul style="list-style-type: none"> • Vocabulary to point out certain people or objects to your friends • Clothing names and adjectives • Descriptions with new verbs as they relate to clothing • Stem-changing verbs • Demonstrative and interrogative adjectives • IR/ER verbs • Comparisons • Verbs in relation to money • New subject pronoun
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Title of Curriculum: French 2

Unit Name	Why Enduring Understandings	How Skills	What Content
Review	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Speak, write, and understand numbers through the thousands Tell and write times, understand times given orally and in written form Speak, write and understand vocabulary and grammar constructions for weather Describe things they own orally and in written form, and understand this oral and written vocabulary and verb forms used Describe places they go and things they do orally and in written form, and understand the oral and written vocabulary and verb forms used Discuss things they like and do not like to do orally and in written form, and understand the oral and written vocabulary and verb forms used Ask and answer questions both orally and in written form, and understand the oral and written vocabulary and verb forms used Structure of the French school system The monetary system for the euro 	<ul style="list-style-type: none"> Counting Giving the date Telling time Weather Things one owns – clothing, furniture Daily activities – 1st, 2nd, 3rd conjugation verbs, irregular verbs from French 1 Likes and dislikes Interrogative expressions Answering questions Articles (and use in negative sentences, and with prepositions) Possessive adjectives Colors Demonstrative adjectives Interrogative adjectives Subject pronouns Stress pronouns Imperative forms with “moi” The euro School subjects Time zones Subjects French teens study French teen activities
Unit 1: Who am I?		<ul style="list-style-type: none"> Express needs Use expressions indicating emotion Listen and converse in social situation Understand and convey information about family, friends, transportation, professions, and work Use authentic materials written in French 	<ul style="list-style-type: none"> Nationalities Professions Identity Friends and family vocabulary Physical and personality adjective Introductions Telephone expressions / vocabulary

		<ul style="list-style-type: none"> • Write letters or short guided compositions • Use and understand expressions and questions when speaking and listening • Write sentences/ paragraphs on the topics from the unit • Understand important ideas and some details in highly contextualized authentic texts • Demonstrate culturally appropriate behavior when understanding and expressing important ideas and some details • Discuss / compare and contrast French holiday celebrations • Demonstrate familiarity with the regions of France • Demonstrate their familiarity with the Tour de France 	<ul style="list-style-type: none"> • Expressions with <i>être</i> • Adjectives: form and position • Irregular adjectives • Determining the use of <i>C'est</i> or <i>Il / Elle est</i> • Expressions with <i>avoir</i> • Expressions with <i>faire</i> • Questions with inversion • Verb <i>aller</i>: construction with infinitive • Verb <i>venir</i>: construction with <i>venir de</i> and infinitive • The present tense with <i>depuis</i> • French regions • French holidays • French landmarks • Le Tour de France
Unit 2: The Weekend at last!		<ul style="list-style-type: none"> • Describe what they do on weekends • Describe where they go and how they got there • Describe the countryside and understand the description of others • Convey and understand information about the past • Talk, write, and understand information about a series of events • Write a postcard • Use French when taking public transportation • Read and understand authentic materials such as tickets, brochures, and short narratives • Create simple paragraphs when writing 	<ul style="list-style-type: none"> • Past tense: transitive and intransitive verbs, irregular past participles, negation, interrogative forms • Irregular verbs: <i>prendre, mettre, voir, sortir, partir, dormir</i> • Regular verbs: <i>aider, assister á, bronzer, laver, chercher, nager, nettoyer, ranger, passer, rencontrer, rentrer, rester, retrouver, travailler, monter, descendre</i> • Expressions using <i>il y a</i> • Expressions using <i>aller</i> • <i>Quelqu'un, quelque chose</i>, and their opposites • Vocabulary for weekend activities at home and around town • Vocabulary – the country and the farm (animals) • Expressions for time and sequence • Talking about past events

		<ul style="list-style-type: none"> • Understand main ideas and some details in highly contextualized authentic texts when reading • Converse, listen, and understand in face to face social situations • Discuss / compare and contrast aspects of French and American culture 	<ul style="list-style-type: none"> • Common activities of French teens • Paris • Riding the Paris subway • The French love of nature
Unit 3: Enjoy your meal!		<ul style="list-style-type: none"> • Understand and convey in written and oral form information about likes and dislikes • Understand customs involving food • Understand and convey in oral and written form expressions involving quantity • Order food in a restaurant or café and understand related responses • Understand and convey in written and oral form vocabulary for common foods • Understand and convey in written and oral form what they want to do, can do, and must do • Write simple paragraphs about food, food preferences, etc. • Understand authentic written materials 	<ul style="list-style-type: none"> • Phrases for ordering in a café or restaurant • Phrases for expressing preferences • Phrases used in food shopping • Vocabulary for food • Quantities • Expressions of quantity • Regular verbs (in present and past tense): <i>commander, déjeuner, detester, diner</i> • Regular verbs – stems with spelling changes: <i>acheter, amener, envoyer, espérer, nettoyer, payer, préférer</i> • Expressions using <i>tout</i> and its forms • Irregular verbs (in present and past tense): <i>boire, devoir, pouvoir, vouloir, mettre (la table), prendre (le petit déjeuner), il faut (+infinitive)</i> • Customs for shopping, ordering food in a restaurant or café, tipping
Unit 4: Leisure activities and events		<ul style="list-style-type: none"> • Describe and discuss forms of entertainment and favorite singers and actors • Extend, accept, and decline an invitation • Use and understand expressions of emotion • Use and understand the use of direct and indirect pronouns in oral and written form • Demonstrate their familiarity with the vocabulary and expressions of the unit in oral and written form 	<ul style="list-style-type: none"> • Vocabulary and phrases for extending, accepting, and declining an invitation • Vocabulary for events and performances • Vocabulary for performers • Vocabulary for things that are read, recited, or written • Regular verbs: <i>chercher, coûter, garder, laisser, oublier, raconter, regretter, remercier, trouver</i> • Regular verb with stem change: <i>commencer</i> • Irregular verbs: <i>connaître, savoir (+infinitive), dire, écrire, lire</i>

		<ul style="list-style-type: none"> • Understand and convey information about schedules, leisure activities, prices, places and events, transportation, and travel • Demonstrate understanding of important ideas and some details in highly contextualized text when reading • Demonstrate their ability to write short guided compositions and/ or letters 	<ul style="list-style-type: none"> • Direct object pronouns • Indirect object pronouns • Verbs followed by an indirect object (<i>à</i>): <i>parler, téléphoner, rendre visite, répondre</i> • Verbs followed by two compléments (<i>à</i>): <i>acheter, apporter, demander, dire, donner, écrire, emprunter, monter, présenter, prêter, rendre</i> • Expressions of time • Forms of entertainment in France and popular French singers and actors • The history and culture of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti, and French Guiana
Unit 5: Sports		<ul style="list-style-type: none"> • Describe and discuss sports and fitness activities • Discuss health concerns with a doctor • Use and understand reflexive verbs • Express an opinion in oral and written form • Demonstrate their familiarity with the vocabulary and expressions of the unit in oral and written form • Understand and convey information about giving a physical description • Demonstrate understanding of important ideas and some details in highly contextualized text when reading • Demonstrate their ability to write short guided compositions and / or letters 	<ul style="list-style-type: none"> • Vocabulary and phrases for naming and describing sports • Vocabulary for talking about daily activities and personal care • Vocabulary for naming parts of the body • Vocabulary for describing physical features • Vocabulary and phrases for explaining how to stay fit • Vocabulary and phrases for explaining what is wrong to a doctor • Reflexive verbs • Expressions of time • The irregular verb <i>courir</i> • Expressions that show an opinion • Journal writing • Popular sports in France • French concerns about fitness • The Tour de France
Unit 6: At Home		<ul style="list-style-type: none"> • Describe and discuss past events and habitual events from the past • Describe a home and its furnishings 	<ul style="list-style-type: none"> • Vocabulary and phrases for talking about where we live

		<ul style="list-style-type: none"> ● Use and understand verbs from the unit ● Demonstrate their familiarity with the vocabulary and expressions of the unit in oral and written form ● Demonstrate understanding of important ideas and some details in highly contextualized text when reading ● Demonstrate their ability to write short guided compositions and / or letters 	<ul style="list-style-type: none"> ● Vocabulary for describing a home's rooms and furnishings ● How to talk about past actions (past tense) ● How to talk about things one used to do on a regular basis (imperfect tense) ● Vocabulary for areas of a town or city ● Irregular verbs: <i>éteindre, mettre, vivre, ouvrir, couvrir, découvrir</i> ● Regular verbs: <i>allumer, fermer, heurter, traverser</i> ● Expressions of time: repeated events ● Story: The Haunted House ● French castles
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Title of Curriculum: French 3

Unit Name	Why Enduring Understandings	How Skills	What Content
Review	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Speak, write, and understand introductions and descriptions of themselves and others Order in a café or restaurant and understand appropriate responses Accept and refuse invitations and understand appropriate responses Discuss, write about, and understand everyday activities Describe vacation activities and understand appropriate responses Ask for help and understand appropriate responses Describe what they do for others and understand appropriate responses Use and understand regular and irregular descriptive adjectives in oral and written form Form, use, and understand common regular and irregular verbs in oral and written form Form, use, and understand the two past tenses – <i>passé composé</i> and <i>imparfait</i> in oral and written form Use and understand direct and indirect objects in oral and written form 	<ul style="list-style-type: none"> Adjectives of personality and physical description Verbs in simple future (am going to – <i>aller + infinitive</i>), and the use of infinitive with “to have just” (<i>venir de + infinitive</i>), and “to be in the act of” (<i>être en train de + infinitive</i>) Regular and irregular verbs in present tense Definite and indefinite articles – also use with quantities, negation Question word and phrases Past tense – transitive and intransitive verbs Imperfect tense Direct and indirect object pronouns The French train system and well known stations Resort regions in France Antoine de Saint-Exupéry as World War II aviator and writer Cultural aspects of Morocco Cultural information from Discovering French – Blanc
Unit 1: Personal Appearance/Daily Routines		<ul style="list-style-type: none"> Speaking, writing, and understanding descriptions of themselves and others Speaking, writing, and understanding phrases about caring for one’s appearance 	<ul style="list-style-type: none"> Metric measurements for height and weight Adjectives of physical description The way articles are used with parts of the body The use of <i>avoir mal</i> (to have pain) with parts of the body

		<ul style="list-style-type: none"> • Speaking, writing, and understanding aspects of daily routine • Expressing feelings and changes of mood in written and oral form • Describing and comprehending vocabulary and phrases concerning one's ailments • Become familiar with how French young people feel about style and fashion • Become familiar with the ways some famous French artists expressed beauty in their art 	<ul style="list-style-type: none"> • Idiomatic expressions that use vocabulary for parts of the body • Review of uses for articles • Vocabulary for personal care articles • Reflexive verbs - with negation, present tense, past tense with agreement, and imperative forms • Verbs, adjectives, and phrases for physical conditions and feelings • Famous French artists and art styles / eras
Unit 2: Being helpful		<ul style="list-style-type: none"> • Speak, write, and understand phrases using the present subjunctive tense • Speak, write, and understand conversations and written content about chores and other activities around the home • Speak, write, and understand descriptions of objects that include its shape, size, appearance, state, consistency, temperature, weight, condition, and material • Express opinions • Speak, write, and comprehend oral and written requests for assistance • Accept or refuse requests and express thanks for assistance in oral and written form 	<ul style="list-style-type: none"> • Vocabulary for helping around the house: chores, house and garden tools • Formation (regular and irregular verbs) and use of the present subjunctive • Expressions for requesting help • Expressions for accepting and refusing help requests; expressing thanks • Expressions for opinions • Vocabulary for describing shape, size, appearance, state, consistency, temperature, weight, condition, and material of an object • A fable from the Middle Ages • Joan of Arc • Middle Ages History
Unit 3: Hooray for nature!		<ul style="list-style-type: none"> • Speak, write, and understand phrases using the past and imperfect tenses; and will understand the circumstance in which each should be used • Speak, write, and understand conversations in written content about weather and vacation activities 	<ul style="list-style-type: none"> • Vocabulary for vacation activities and mishaps • Review of the formation "regular and irregular verbs" and use of the past tense • Review of the position of adverbs with past tense • Review of the position of partial negatives with past tense

		<ul style="list-style-type: none"> ● Recognize and understand textual material written in the <i>passé simple</i> ● Understand French views on ecology and conservation of natural resources 	<ul style="list-style-type: none"> ● Review of the imperfect tense ● Comparison of when the past tense and imperfect tense are used ● Vocabulary used for telling a story about the past ● Expressions of surprise ● Review of vocabulary for weather; new forms for past and simple future ● Introduction of the <i>passé simple</i> with regular and irregular verbs- a literary past tense ● Ecological tourism ● Jacques Cousteau ● Environmental awareness ● Story of “Le petit Nicholas”- the equivalent of Dennis the Menace ● The Renaissance ● Louis XIV ● The Play – <i>Cyrano de Bergerac</i>
Unit 4: Daily Life		<ul style="list-style-type: none"> ● Speak, write, and understand phrases used in shopping at stationery store, the post office, pharmacy, and convenience store ● Speak, write, and understand conversations and written content about getting a haircut ● Speak, write, and understand conversations and written content using object pronouns ● Speak, write, and understand conversations and written content concerning services done for them by others ● Speak, write, and understand conversations and written content using indefinite quantities 	<ul style="list-style-type: none"> ● Vocabulary for shopping at a variety of different kinds of stores and shops ● Review of direct and indirect object pronouns ● Vocabulary for indefinite quantities ● Review of the verb <i>faire</i> with the infinitive ● Styles of French music ● Famous French singers and composers

Unit 5: Have a nice trip!		<ul style="list-style-type: none"> • Speak, write, and understand phrases used for travel, going through customs, buying a ticket, getting information, etc. • Speak, write, and understand conversations and written content about what one will do or would do • Speak, write, and understand conversations and written content about travel in France 	<ul style="list-style-type: none"> • Vocabulary and expressions used for travel: passports, customs, buying a ticket, checking luggage, etc • Review of partial negatives • Public transportation in France • Future Tense- regular and irregular verbs • Conjunction involving time • Conditional tense- regular and irregular verbs • The French Revolution • Favorite destinations of French students • French impressions of the U.S. • Napoleon Bonaparte • Marie Antoinette • French Geography • Departments • French money • The Louvre • “La Marseillaise”- The French National Anthem • Victor Hugo- <i>Les Miserables</i>
Unit 6: Vacationing in France		<ul style="list-style-type: none"> • Speak, write, and understand phrases used for checking into a hotel, describing the kind of room they would like, and discussing hotel services • Speak, write, and understand conversations and written content about being a tourist in France • Speak, write, and understand conversations using comparative and superlative forms • Speak, write, and understand conversations using interrogative and demonstrative pronouns • Speak, write, and understand and discuss literature and other realia appropriate to their level 	<ul style="list-style-type: none"> • Vocabulary and expressions used for getting a hotel room and requesting hotel services • Review of comparative and superlative forms • The form and use of interrogative pronouns • Demonstrative pronouns • Form and use of possessive pronouns • French History from 1870 to the present • Marie Curie • Jean Moulin • Charles DeGaulle • Paul Éluard • Louis Malle- film-<i>Au Revoir, Les Enfants</i>

Unit 7: Health and Medical Care		<ul style="list-style-type: none"> ● Speak, write, and understand phrases used to answer medical questions and explain medical and dental conditions ● Speak, write, and understand conversations and written content using expressions of emotion, certainty, and doubt ● Understand the difference between tense and mood ● Speak, write, and understand conversations and written content using the subjunctive mood in present and past tense ● Speak, write, and understand conversations and written content about medical conditions and health care in France ● Understand French issues concerning the integration of immigrants into their culture/country ● Compare and contrast French and American medical systems 	<ul style="list-style-type: none"> ● Vocabulary and expressions used for getting medical/emergency services and explaining medical/dental conditions ● The concept of tense and mood ● The form and use of subjunctive mood- present and past tense ● Irregular verb- to believe, to fear ● Verbs and expressions of emotion, certainty and doubt ● Humanitarian health organizations ● <i>En Voyage</i> by Guy de Maupassant ● The European Economic Union ● Immigration- issues of race, religion, culture, and integration
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Unit Name	Why Enduring Understandings	How Skills	What Content
Unit 1: Nonfiction	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Read critically Identify and interpret cultural inferences Speak, write, and understand current events in France and Francophone countries Research, interpret, and present biographical information 	<p>La Presse Française:</p> <ul style="list-style-type: none"> Selections from <i>Interactions: Langue et Culture</i> Newspapers from France and Francophone countries Current events (political, economic, social) Weather Sports Advertisements Editorials Presentation of a popular song – lyrics, vocabulary list, explanation of song Critical review – fashion, book, music, cinema, restaurant Embedded grammar review <p>Memoires:</p> <ul style="list-style-type: none"> <i>Le Coeur à rire et à pleurer</i> Maryse Condé <i>Une mort très douce</i> Simone de Beauvoir Embedded grammar review – imparfait vs. passé composé <p>Biographies:</p> <ul style="list-style-type: none"> Student research on famous French person
Unit 2: Short story		<ul style="list-style-type: none"> Identify elements of fable, folktale, and fairy tale Identify how authors present characters by means of rhetorical elements Identify elements of plot development Compare and contrast presentation of story elements across media 	<p>Fables and folktales:</p> <ul style="list-style-type: none"> LaFontaine: La Grenouille qui veut se faire aussi grosse que le Boeuf Corsican tale: La fleur, le miroir et le cheval <p>Short stories:</p> <ul style="list-style-type: none"> Le Horla Guy de Maupassant La Belle et la Bête Madame Leprince de Beaumont Le Chat botté Charles Perrault

			<ul style="list-style-type: none"> ● La Parure Guy de Maupassant ● Oriflamme Eugène Ionesco
Unit 3: Poetry and Drama		<ul style="list-style-type: none"> ● Identify elements of poetry including theme, tone, figurative language, rhythm, rhyme ● Identify cultural references and influences in poetry ● Analyze character development in plays ● Compare and contrast the directors' visions in various presentations of the same play 	Poetry: <ul style="list-style-type: none"> ● Il pleure dans mon coeur... Paul Verlaine ● Roman Arthur Rimbaud ● Prière d'un petit enfant nègre Guy Tirolieu ● Barbara Jacques Prévert ● Other poems individually chosen Drama: <ul style="list-style-type: none"> ● <i>Knock</i> Jules Romains
Unit 4: Novel		<ul style="list-style-type: none"> ● Identify elements of the novel: character, plot, setting, etc. ● Summarize plot ● Identify use of figurative and rhetorical language in a novel ● Compare and contrast presentation across media 	<ul style="list-style-type: none"> ● <i>Le Petit Prince</i> Antoine de Saint-Exupéry ● Excerpts from <i>Candide</i> Voltaire ● <i>Vendredi ou la vie sauvage</i> Michel Tournier ● <i>Je déteste les enfants</i> Françoise Mallet-Joris

Windham School District Curriculum

Content Topic: French IA (Grade 7)

Unit 1: Hello Friends!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	Acquisition	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Conversations with partners using correct introductions, giving names, etc. ● Students record authentic conversations ● Students create alphabet posters ● Exercises from text ● Students practice numbers with math problems in French ● Quiz on numbers ● Quiz on alphabet & accents ● Quiz on subject pronouns ● Project - famous French person ● Project - “mon meilleur ami/ma meilleure amie” ● Scavenger hunt for classroom items ● “Verb sandwiches” to learn negative ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IA (Grade 7)

Unit 2: What Do You Like?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. 	<i>Transfer</i>	
	<p>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<table border="1"> <thead> <tr> <th colspan="2">Acquisition</th></tr> </thead> <tbody> <tr> <td> <i>Students will know...</i> <ul style="list-style-type: none"> ● Likes and dislikes ● Hobbies ● Agree and disagree ● Preferences ● Adverbs (frequency) ● Definite articles ● -er verbs ● Irregular plurals ● Contractions with à ● Conjunctions ● Est-ce que </td><td> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Ask others about their likes, dislikes, and hobbies ● Agreeing or disagreeing with someone ● Expressing their preferences and how often they do things ● Writing -er verbs in the present tense ● Making contractions with à ● Identifying question words and forming their own questions </td></tr> </tbody> </table>	Acquisition		<i>Students will know...</i> <ul style="list-style-type: none"> ● Likes and dislikes ● Hobbies ● Agree and disagree ● Preferences ● Adverbs (frequency) ● Definite articles ● -er verbs ● Irregular plurals ● Contractions with à ● Conjunctions ● Est-ce que 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Ask others about their likes, dislikes, and hobbies ● Agreeing or disagreeing with someone ● Expressing their preferences and how often they do things ● Writing -er verbs in the present tense ● Making contractions with à ● Identifying question words and forming their own questions
Acquisition					
<i>Students will know...</i> <ul style="list-style-type: none"> ● Likes and dislikes ● Hobbies ● Agree and disagree ● Preferences ● Adverbs (frequency) ● Definite articles ● -er verbs ● Irregular plurals ● Contractions with à ● Conjunctions ● Est-ce que 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Ask others about their likes, dislikes, and hobbies ● Agreeing or disagreeing with someone ● Expressing their preferences and how often they do things ● Writing -er verbs in the present tense ● Making contractions with à ● Identifying question words and forming their own questions 				
Used in Content Area Standards <i>not applicable</i>	21st Century Skills <ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons 				

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Students record authentic conversations • Exercises from text • Classroom “Sondage” (surveys) • Conversations with classmates about hobbies • Vocabulary illustration • Respond to Francophone pen pal • “All about me” project • Verb relays to practice conjugations • Quiz on -er verbs • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IA (Grade 7)

Unit 3: How is Your Family?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i></p> <p>Artistic Process (Creating, Performing, Connecting, Responding)</p> <p>And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none">● Communication: Communicate in Languages Other Than English● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.● Cultures: Gain Knowledge and Understanding of Other Cultures● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i> <ul style="list-style-type: none">● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life● Systematically studying a foreign language fosters a deeper understanding of one’s own language and broadens one’s own global perspective, and prepares a student for fuller participation in the global community● Studying a foreign culture fosters a deeper understanding of one’s own heritage, culture, and country.● Proficiency in a foreign language will improve proficiency and fluency in one’s own native tongue.	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">● What is the value of learning another language?● Why is it important to communicate effectively?● How do history, literature and the arts influence and reflect a society and its culture?● How does globalization affect our identity?
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none">● Description vocab● Opinions● Family members● The verb être	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Asking about and describing others● Offering their opinion● Describing their family● Asking about other families

<p>between the practices and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Adjectives ● Adjective agreement ● Possessive adjectives ● Contractions with de ● C'est vs. il est 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations (téléphone) ● Exercises from text ● Interview classmates about family ● Family tree project ● Describing celebrities/TV show characters ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IA (Grade 7)

Unit 4: My School Year

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	Acquisition	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> ● Communication: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations (téléphone) ● Exercises from text ● School supply skit ● Write a note to parents about what you need for school ● Drawing class timetables ● Comparing schedules to other students ● Create an agenda for the day (illustrated) ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IB (Grade 8)

Unit 1: Free Time

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none">● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.● Comparisons: Develop Insight into the Nature of Language and Culture● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.● Communities: Participate in Multilingual Communities at Home and Around the World● Standard 5.1: School and Community: Students use the language both within and beyond the school setting.● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">● Interests● Activities● Invitations/plans● The verb faire● Question words● Adverbs● The verb aller● The futur proche● The verb venir● The passé récent● Places in town● Weather	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Asking and describing interests● Accepting and refusing invitations● Posing invitations● Using the verb faire● Forming their own questions● Talking about things that are going to happen● Talking about things that just happened
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none">● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content● Communication,: Students will apply the new content in speaking, listening, reading, and writing● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Students record authentic conversations • Exercises from text • Read activity brochure • Interview classmates about preferences • “Guess Who” game to learn about other students • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IB (Grade 8)

Unit 2: Enjoy Your Meal!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● Food ● Meals ● Snacks ● Drinks ● Partitive ● -ir verbs ● Vouloir, prendre, boire ● The imperative 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Reading a menu in French ● Placing an order and asking about food ● Asking about prices and paying the bill ● Using -ir verbs in the present tense
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations ● Exercises from text ● Students read authentic menus ● Students create their own menus ● Write a review for a restaurant/meal ● Cultural comparison about meals (writing) ● Students create skits based on classmates' menus ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IB (Grade 8)

Unit 3: Shall We Go Shopping?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. 	Transfer	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● Clothes ● Accessories ● How to talk to a sales associate ● Interrogative adjectives ● Demonstrative adjectives ● New adjectives ● Sizes ● Opinions ● Le passé composé 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Describing clothes ● Asking about the cost of clothes ● Telling an associate what they need ● Specifying which item they are talking about ● Giving their opinion about clothes ● Asking about prices ● Talking about deals
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations ● Exercises from text ● Clothes catalogueProject – Advertisement for an original clothing line ● Authentic answers to questions based on individual preferences ● Slide presentations for comparatives ● Skit between a shopper and clerk ● Oral and written presentations – describe your favorite article of clothing ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French IB (Grade 8)

Unit 4: At Home

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Rooms in a house ● Household items ● Furniture ● Chores ● Permission ● Pouvoir and devoir ● Ask where things are ● Dormir, sortir, partir 	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing their homes ● Talking about chores ● Asking for permission to do things ● Giving permission ● Asking where things are located ● Telling where things are ● Telling how often they do things
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations (téléphone) ● Exercises from text ● Dream house project ● Write an ad for an apartment ● Writing about their daily chores ● Read a house cleaning service ad ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 1: Introduction: Let's Get to Know Each Other

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • Communication: Communicate in Languages Other Than English • Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Cultures: Gain Knowledge and Understanding of Other Cultures • Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Connections: Connect with Other Disciplines and Acquire Information • Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. 	Transfer	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life • Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community: Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● Greetings and responses to greetings in French ● Introducing oneself ● Talking about friends and family ● Understanding pronunciation and usage of the French Alphabet 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Greet and respond to greetings in French ● Introduce yourself and others ● Understand and use the French Alphabet ● Comprehend and communicate giving name, saying where you are from ● Understand, speak, and write telephone numbers using 1-10 ● Use and understand basic classroom phrases ● Know basics of geography of French-speaking countries
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Conversations with partners using correct introductions, giving name, etc. • Use comic strips to write conversations • Students record authentic conversations • Students create pages for alphabet book • Exercises from text • Students practice numbers with math problems in French • Quiz on numbers • Project – family tree “ma famille idéale” • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 2: Everyday

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Snack foods and beverages 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Asking for foods and beverages

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Prices ● Use Formal/Informal verbs and pronouns ● Using forms of “avoir” with hunger/thirst ● Definite and indefinite articles ● “time” ● Using a form “etre” to tell time. ● Days of the week ● Months of the Year ● The date ● Weather expressions ● Seasons 	<ul style="list-style-type: none"> ● Asking about prices ● Learning formal and informal verbs and pronouns ● Expressing hunger and thirst ● Using definite and indefinite articles ● Telling time ● Giving the date ● Describing the weather
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Students record authentic conversations • Exercises from text • Students create menus for a French café • Students write and record restaurant skits • Activities with clock manipulatives for telling time • Students draw clocks (digital and analog) to practice time • Quiz on telling time • Calendar pages • Illustrations for weather and seasons • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 3: What Are We Doing?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?

<ul style="list-style-type: none"> ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	Acquisition	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across

	disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Students record authentic conversations (téléphone) • Exercises from text • J'aime / Je n'aime pas project • Students create slides for personal pronouns • Students write paragraphs describing what they like / do not like to do • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 4: The Personal and Familiar World

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary: les personnes (people) ● Asking questions about people ● Adjectives: Masculine and feminine 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing people and objects ● Describing personal items and your bedroom

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Objects: asking about objects ● Describing your bedroom ● Prepositions ● What you have and what you don't have: Expressions using AVOIR ● Haiti: Connections ● Plural definite and indefinite articles ● The uses of the definite article to express ideas ● Importance of friendships in the French culture ● Adjectives to describe personality, nationality ● Colors ● Noun/adjective agreement ● Adjective placement ● Driving in France ● Physical descriptions of people and objects, ● The description of personal items and your bedroom ● Expressions of what you have and what you don't have ● Descriptions with prepositions ● Formation of plural articles ● Expressions using definite articles ● Descriptions using personalities, nationalities, and colors. ● Placement of adjectives 	<ul style="list-style-type: none"> ● Expressing what you have and what you don't have ● Describing using prepositions ● Making articles plural ● Expressing ideas using definite articles ● Describing people using adjectives about personalities and nationalities. ● Describing items using color ● Forming agreements with adjectives and nouns ● Learning about Haiti ● Learning about the "rules of the road": French and driving
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Students record authentic conversations • Exercises from text • Qui suis-je? (Students create and illustrate descriptions of themselves) • Keynote presentations for vocabulary • Illustrations for “Où est la balle?” (prepositions of location) • Powerpoint or Google Slides – scavenger hunt with prepositions • Original sentences for definite and indefinite articles (J’aime____, je mange____) • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 5: A Town

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life ● Systematically studying a foreign language fosters a deeper understanding of one's own language and broadens one's own global perspective, and prepares a student for fuller participation in the global community ● Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. ● Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Cities and towns: buildings, places of interest, directions ● Activities: Nouns and verbs ● Home and apartments 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Learning about cities ● Understanding building names ● Learning directions ● Describing homes

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons ● Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Irregular verbs: aller, venir, ● Prepositions: chez, à and de with the definite articles ● Places and events, getting around town, in a restaurant ● “Near future” tense ● Playing sports and instruments ● Stress Pronouns ● Descriptions using “de” ● Possession: “de” and adjectives ● Family members ● Ordinal numbers ● Cultural Information: ● At the café, Pets in France, When in Paris...Landmarks ● Movies,Tintin, French singers ● Le Paris: using maps ● Cultural information about French cities and Paris (in particular) ● Building names and descriptions ● Directions ● Home descriptions ● Locations of Paris ● Use of verb “to go” and “to come” ● Use of Prepositions ● Activities ● Descriptions of Family /Importance of pets ● Use & placement of stress and possessive adjectives 	<ul style="list-style-type: none"> ● Using the verb “to go” in the present and “Near Future” tense ● Placing prepositions ● Using the verb “to come” ● Understanding pronoun differences (stress/possessive pronouns) ● Describing families and pets
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students record authentic conversations (directions to travel around a city) ● Exercises from text ● Students design and label a city ● Students design and label their dream houses, write descriptions ● Students write emails to imaginary French pen pals describing sports and pastimes ● Students write paragraph to describe their own pet or an imaginary pet ● Reading comprehension questions ● Project – important places in Paris ● Quiz on presentations about Paris ● Formative Lesson Assessments ● Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French I (WHS)

Unit 6: Shopping

Stage 1 Desired Results			
<div>ESTABLISHED GOALS:</div> <div>Discuss France and the distinctive French-speaking cultures. Build skills and develop strategies for more accurate communication.</div> <div>Content Standards:</div> <ul style="list-style-type: none">● Communication: Communicate in Languages Other Than English● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.● Cultures: Gain Knowledge and Understanding of Other Cultures● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	<div>Transfer</div> <div>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.</div>		
	<div>Meaning</div>		
	<div>ENDURING UNDERSTANDINGS - OVERARCHING</div> <div>Students will understand that...</div> <ul style="list-style-type: none">● Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life● Systematically studying a foreign language fosters a deeper understanding of one’s own language and broadens one’s own global perspective, and prepares a student for fuller participation in the global community● Studying a foreign culture fosters a deeper understanding of one’s own heritage, culture, and country.● Proficiency in a foreign language will improve proficiency and fluency in one’s own native tongue.	<div>ESSENTIAL QUESTIONS - OVERARCHING</div> <ul style="list-style-type: none">● What is the value of learning another language?● Why is it important to communicate effectively?● How do history, literature and the arts influence and reflect a society and its culture?● How does globalization affect our identity?	
	<div>Acquisition</div>		
	<div>Students will know...</div> <ul style="list-style-type: none">● Name and describe the clothes that you wear● Discuss style● To shop for clothes and other items	<div>Students will be skilled at...</div> <ul style="list-style-type: none">● Learning vocabulary of clothing● Describing with adjectives● Using new verbs	

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● To talk about money ● To make comparisons ● To point out certain people or objects to your friends ● Clothing names and adjectives ● Descriptions with new verbs as they relate to clothing ● Use of stem-changing verbs ● Use of demonstrative and interrogative adjectives ● Introduction of IR/ER verbs ● Comparisons ● Introduction of verbs in relation to money ● Use of new subject pronoun 	<ul style="list-style-type: none"> ● Learning regular IR, RE verbs ● Comparing with adjectives ● Using verbs as relating to spending or earning money and wearing clothing
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Students record authentic conversations • Exercises from text • Clothes catalogueProject – Advertisement for an original clothing line • Authentic answers to questions based on individual preferences • Slide presentations for comparatives • Oral and written presentations – describe your favorite article of clothing • Formative Lesson Assessments • Summative Unit Assessment
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit: Review

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Counting ● Giving the date ● Telling time ● Weather ● Things one owns – clothing, furniture ● Daily activities – 1st, 2nd, 3rd conjugation verbs, irregular verbs from French 1 ● Likes and dislikes ● Interrogative expressions 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding numbers through the thousands ● Telling and writing times, understanding times given orally and in written form ● Speaking, writing and understanding vocabulary and grammar constructions for weather

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Answering questions ● Articles (and use in negative sentences, and with prepositions) ● Possessive adjectives ● Colors ● Demonstrative adjectives ● Interrogative adjectives ● Subject pronouns ● Stress pronouns ● Imperative forms with “moi” ● The euro ● School subjects ● Time zones ● Subjects French teens study ● French teen activities 	<ul style="list-style-type: none"> ● Describing things they own orally and in written form, and understanding this oral and written vocabulary and verb forms used ● Describing places they go and things they do orally and in written form, and understanding the oral and written vocabulary and verb forms used ● Discussing things they like and do not like to do orally and in written form, and understanding the oral and written vocabulary and verb forms used ● Asking and answering questions both orally and in written form, and understanding the oral and written vocabulary and verb forms used ● Structuring of the French school system ● The monetary system for the euro
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Authentic conversations presented and recorded ● Exercises from text ● Responses to reading selections ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – places the student likes to go and things s/he likes to do on vacation ● Assessment of oral expression
	<p>OTHER EVIDENCE:</p> <p>Large Formative</p>

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 1: Who Am I?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions .</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	Transfer	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Nationalities ● Professions ● Identity ● Friends and family vocabulary 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Expressing needs ● Using expressions indicating emotion ● Listening and conversing in social situation

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Physical and personality adjective ● Introductions ● Telephone expressions / vocabulary ● Expressions with <i>être</i> ● Adjectives: form and position ● Irregular adjectives ● Determining the use of <i>C'est</i> or <i>Il / Elle est</i> ● Expressions with <i>avoir</i> ● Expressions with <i>faire</i> ● Questions with inversion ● Verb <i>aller</i>: construction with infinitive ● Verb <i>venir</i>: construction with <i>venir de</i> and infinitive ● The present tense with <i>depuis</i> ● French regions ● French holidays ● French landmarks ● Le Tour de France 	<ul style="list-style-type: none"> ● Understanding and conveying information about family, friends, transportation, professions, and work ● Using authentic materials written in French ● Writing letters or short guided compositions ● Using and understanding expressions and questions when speaking and listening ● Writing sentences/ paragraphs on the topics from the unit ● Understanding important ideas and some details in highly contextualized authentic texts ● Demonstrating culturally appropriate behavior when understanding and expressing important ideas and some details ● Discussing / comparing and contrasting French holiday celebrations ● Demonstrating familiarity with the regions of France ● Demonstrating familiarity with the Tour de France
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students interview each other and make oral presentations to class ● Students create written portraits of classmates ● Reading comprehension questions ● Students record authentic conversations based on prompt from text ● Original birth or marriage announcement ● Exercises from text ● Acrostics with students' names to practice adjectives ● Slide presentation for expressions with "avoir" ● E-mail to fictitious French pen pal ● Quizzes on grammar concepts incorporating new vocabulary ● Family album project ● postcard from one of the regions of France ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – description of a friend ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 2: The Weekend, At Last!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Past tense: transitive and intransitive verbs, irregular past participles, negation, interrogative forms ● Irregular verbs: <i>prendre, mettre, voir, sortir, partir, dormir</i> 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing what they do on weekends ● Describing where they go and how they got there ● Describing the countryside and understanding the description of others

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Regular verbs: <i>aider, assister á, bronzer, laver, chercher, nager, nettoyer, ranger, passer, rencontrer, rentrer, rester, retrouver, travailler, monter, descendre</i> ● Expressions using <i>il y a</i> ● Expressions using <i>aller</i> ● <i>Quelqu'un, quelque chose</i>, and their opposites ● Vocabulary for weekend activities at home and around town ● Vocabulary – the country and the farm (animals) ● Expressions for time and sequence ● Talking about past events ● Common activities of French teens ● Paris ● Riding the Paris subway ● The French love of nature 	<ul style="list-style-type: none"> ● Conveying and understanding information about the past ● Talking, writing, and understanding information about a series of events ● Writing a postcard ● Using French when taking public transportation ● Reading and understanding authentic materials such as tickets, brochures, and short narratives ● Creating simple paragraphs when writing ● Understanding main ideas and some details in highly contextualized authentic texts when reading ● Conversing, listening, and understanding in face to face social situations ● Discussing / comparing and contrasting aspects of French and American culture
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Exercises from text • Students record authentic conversations based on prompt from text • Reading comprehension questions • Students use individual white boards to practice verbs in passé composé • Students create posters of «maison d'être» to show verbs conjugated with the verb «être» in passé composé • Written test on each part of the unit • Unit test • Written paragraph at end of unit – recounting of a past event • Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 3: Enjoy Your Meal!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions .</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none">● Communication: Communicate in Languages Other Than English● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.● Cultures: Gain Knowledge and Understanding of Other Cultures● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.● Standard 2.2: Products of Culture Students demonstrate an understanding of the	Transfer	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	Meaning	
	ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i> <ul style="list-style-type: none">● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension)● Students will gain knowledge and understanding of the French-speaking world● Students will use French to expand their knowledge through connections with other areas of the curriculum● Students will use French to gain an understanding of the nature of language and culture	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">● What is the value of learning another language?● Why is it important to communicate effectively?● How do history, literature and the arts influence and reflect a society and its culture?● How does globalization affect our identity?
	Acquisition	
<i>Students will know...</i> <ul style="list-style-type: none">● Phrases for ordering in a café or restaurant● Phrases for expressing preferences● Phrases used in food shopping● Vocabulary for food	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Understanding and conveying in written and oral form information about likes and dislikes● Understanding customs involving food● Understanding and conveying in oral and written form expressions involving quantity	

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Quantities ● Expressions of quantity ● Regular verbs (in present and past tense): <i>commander, déjeuner, detester, diner</i> ● Regular verbs – stems with spelling changes: <i>acheter, amener, envoyer, espérer, nettoyer, payer, préférer</i> ● Expressions using <i>tout</i> and its forms ● Irregular verbs (in present and past tense): <i>boire, devoir, pouvoir, vouloir, mettre (la table), prendre (le petit déjeuner), il faut (+infinitive)</i> ● Customs for shopping, ordering food in a restaurant or café, tipping 	<ul style="list-style-type: none"> ● Ordering food in a restaurant or café and understanding related responses ● Understanding and conveying in written and oral form vocabulary for common foods ● Understanding and conveying in written and oral form what they want to do, can do, and must do ● Writing simple paragraphs about food, food preferences, etc. ● Understanding authentic written materials
Used in Content Area Standards	21st Century Skills	
not applicable	<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit 	

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages <i>as well as cross-cultural comparisons</i>
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Original menus featuring authentic French cuisine ● Students record authentic conversations based on prompt from text ● Students write and perform authentic skits including restaurant vocabulary and etiquette ● Students use individual white boards to practice new irregular verbs and verbs with spelling changes ● Exercises from the text ● Reading comprehension questions ● Students write original sentences: <i>Pour réussir dans la classe de français, il faut...</i> ● Students create posters representing store windows for French specialty stores showing and labeling authentic products found in those stores (posters are displayed to represent walking down a street) ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – describe a recent meal ● Assessment of oral expression
	<p>OTHER EVIDENCE:</p> <p>Large Formative</p>

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 4: Leisure Activities and Events

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions .</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and phrases for extending, accepting, and declining an invitation ● Vocabulary for events and performances ● Vocabulary for performers ● Vocabulary for things that are read, recited, or written ● Regular verbs: <i>chercher, coûter, garder, laisser, oublier, raconter, regretter, remercier, trouver</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing and discussing forms of entertainment and favorite singers and actors ● Extending, accepting, and declining an invitation ● Using and understanding expressions of emotion ● Using and understanding the use of direct and indirect pronouns in oral and written form

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Regular verb with stem change: <i>commencer</i> ● Irregular verbs: <i>connaître, savoir (+infinitive), dire, écrire, lire</i> ● Direct object pronouns ● Indirect object pronouns ● Verbs followed by an indirect object (à): <i>parler, téléphoner, rendre visite, répondre</i> ● Verbs followed by two compléments (à): <i>acheter, apporter, demander, dire, donner, écrire, emprunter, monter, présenter, prêter, rendre</i> ● Expressions of time ● Forms of entertainment in France and popular French singers and actors ● The history and culture of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti, and French Guiana 	<ul style="list-style-type: none"> ● Demonstrating their familiarity with the vocabulary and expressions of the unit in oral and written form ● Understanding and conveying information about schedules, leisure activities, prices, places and events, transportation, and travel ● Demonstrating understanding of important ideas and some details in highly contextualized text when reading ● Demonstrating their ability to write short guided compositions and/ or letters
Used in Content Area Standards	21st Century Skills	
not applicable	<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit 	

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Exercises from text ● Students record authentic conversations based on prompt from text ● Students describe a film using new vocabulary ● Reading comprehension questions ● Students write letters to an advice columnist using object pronouns ● Students write sentences using direct and indirect object pronouns ● Individual white boards to practice <i>savoir</i> and <i>connaître</i> ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – describe and critique a movie he/she has seen recently ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 5: Sports!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions .</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and phrases for naming and describing sports ● Vocabulary for talking about daily activities and personal care ● Vocabulary for naming parts of the body ● Vocabulary for describing physical features ● Vocabulary and phrases for explaining how to stay fit ● Vocabulary and phrases for explaining what is wrong to a doctor 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing and discussing sports and fitness activities ● Discussing health concerns with a doctor ● Using and understanding reflexive verbs ● Expressing an opinion in oral and written form

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Reflexive verbs ● Expressions of time ● The irregular verb <i>courir</i> ● Expressions that show an opinion ● Journal writing ● Popular sports in France ● French concerns about fitness ● The Tour de France 	<ul style="list-style-type: none"> ● Demonstrating their familiarity with the vocabulary and expressions of the unit in oral and written form ● Understanding and conveying information about giving a physical description ● Demonstrating understanding of important ideas and some details in highly contextualized text when reading ● Demonstrating their ability to write short guided compositions and / or letters
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Exercises from text ● Reading comprehension questions ● Individual white boards to practice reflexive verb conjugations in present tense as well as in passé composé ● Create a Frankenstein monster labeling different body parts used ● Students choose two sports and write descriptions ● Students write journal pages recounting the routine of a typical day using passé composé ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – a journal entry about an athletic event; a trip to the doctor ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 2 (WHS)

Unit 6: At Home

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Understand and discuss the cultural diversity of the French-speaking world. Read and write accurately at an appropriate level in French. Make comparisons that demonstrate an understanding of how language functions .</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. 	Transfer	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (passé composé and imperfect) and future; express personal wishes and needs.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and phrases for talking about where we live ● Vocabulary for describing a home's rooms and furnishings 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing and discussing past events and habitual events from the past

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● How to talk about past actions (past tense) ● How to talk about things one used to do on a regular basis (imperfect tense) ● Vocabulary for areas of a town or city ● Irregular verbs: <i>éteindre, mettre, vivre, ouvrir, couvrir, découvrir</i> ● Regular verbs: <i>allumer, fermer, heurter, traverser</i> ● Expressions of time: repeated events ● Story: The Haunted House ● French castles 	<ul style="list-style-type: none"> ● Describing a home and its furnishings ● Using and understanding verbs from the unit ● Demonstrating their familiarity with the vocabulary and expressions of the unit in oral and written form ● Demonstrating understanding of important ideas and some details in highly contextualized text when reading ● Demonstrating their ability to write short guided compositions and / or letters
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity, Collaboration, Communication, Critical Thinking - AND HOW!

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> ● Exercises from text ● Reading comprehension questions ● Students label pictures of rooms (download, draw by hand, or take picture of room in their home) ● Students write descriptions of themselves when they were younger using imparfait ● Students prepare an oral presentation telling a story about a past walk in the country using imparfait ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – a description of their home; a story from their past ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit: Review

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Review of... ● Adjectives of personality and physical description ● Verbs in simple future (am going to – <i>aller + infinitive</i>), and the use of infinitive with “to have just” (<i>venir de + infinitive</i>), and “to be in the act of” (<i>être en train de + infinitive</i>) ● Regular and irregular verbs in present tense 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding introductions and descriptions of themselves and others ● Ordering in a café or restaurant and understand appropriate responses ● Accepting and refusing invitations and understanding appropriate responses

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Definite and indefinite articles – also use with quantities, negation ● Question word and phrases ● Past tense – transitive and intransitive verbs ● Imperfect tense ● Direct and indirect object pronouns ● The French train system and well known stations ● Resort regions in France ● Antoine de Saint-Exupéry as World War II aviator and writer ● Cultural aspects of Morocco ● Cultural information from Discovering French – Blanc 	<ul style="list-style-type: none"> ● Discussing, writing about, and understanding everyday activities ● Describing vacation activities and understanding appropriate responses ● Asking for help and understanding appropriate responses ● Describing what they do for others and understanding appropriate responses ● Using and understanding regular and irregular descriptive adjectives in oral and written form ● Forming, using, and understanding common regular and irregular verbs in oral and written form ● Forming, using, and understanding the two past tenses – <i>passé composé</i> and <i>imparfait</i> in oral and written form ● Using and understanding direct and indirect objects in oral and written form
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Authentic conversations presented and recorded ● Quiz on passé composé and imparfait ● Responses to reading selections ● Formative quiz on each part of the unit ● Unit test ● Written paragraph at end of unit – places the student went and things he/she did on a family vacation ● Assessment of oral expression
	<p>OTHER EVIDENCE:</p>

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 1: Personal Appearance / Daily Routine

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing.</p> <p>Develop an understanding of French history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none">● Communication: Communicate in Languages Other Than English● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.● Cultures: Gain Knowledge and Understanding of Other Cultures● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.● Connections: Connect with Other Disciplines and Acquire Information● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language.	Transfer	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	Meaning	
	ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i> <ul style="list-style-type: none">● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension)● Students will gain knowledge and understanding of the French-speaking world● Students will use French to expand their knowledge through connections with other areas of the curriculum● Students will use French to gain an understanding of the nature of language and culture	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">● What is the value of learning another language?● Why is it important to communicate effectively?● How do history, literature and the arts influence and reflect a society and its culture?● How does globalization affect our identity?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">● Metric measurements for height and weight● Adjectives of physical description	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Speaking, writing, and understanding descriptions of themselves and others

<ul style="list-style-type: none"> ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● The way articles are used with parts of the body ● The use of <i>avoir mal</i> (to have pain) with parts of the body ● Idiomatic expressions that use vocabulary for parts of the body ● Review of uses for articles ● Vocabulary for personal care articles ● Reflexive verbs - with negation, present tense, past tense with agreement, and imperative forms ● Verbs, adjectives, and phrases for physical conditions and feelings ● Famous French artists and art styles / eras 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases about caring for one's appearance ● Speaking, writing, and understanding aspects of daily routine ● Expressing feelings and changes of mood in written and oral form ● Describing and comprehending vocabulary and phrases concerning one's ailments ● Understanding how French young people feel about style and fashion ● Understanding the ways some famous French artists expressed beauty in their art
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Letters for advice column • Create advertisements for personal products • Daily routine in present and past tense • Poems showing the difference between <i>sentir</i> (smell) and <i>se sentir</i> (feel) • Comprehension questions on reading selections • Authentic conversations presented and recorded • French art project • Formative quiz on each part of the unit • Unit test • Written paragraph at end of unit –things the student did to get ready for school / a school function • Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 2: Being Helpful

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary for helping around the house: chores, house and garden tools ● Formation (regular and irregular verbs) and use of the present subjunctive ● Expressions for requesting help ● Expressions for accepting and refusing help requests; expressing thanks ● Expressions for opinions 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases using the present subjunctive tense ● Speaking, writing, and understanding conversations and written content about chores and other activities around the home

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Vocabulary for describing shape, size, appearance, state, consistency, temperature, weight, condition, and material of an object ● A fable from the Middle Ages ● Joan of Arc ● Middle Ages History 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding descriptions of objects that include its shape, size, appearance, state, consistency, temperature, weight, condition, and material ● Expressing opinions ● Speaking, writing, and comprehending oral and written requests for assistance ● Accepting or refusing requests and expressing thanks for assistance in oral and written form
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Dice game to practice subjunctive ● Slide presentation for vocabulary (2 chores for each room in the house) ● Quiz on formation of subjunctive ● Exercises from text ● Write definitions in French for new words ● Write and perform puppet show with a partner using subjunctive ● Comprehension questions for reading ● Personal responses to authentic situations ● Unit test ● Notes in French on history / culture ● create an original comic strip for Astérix ● Unit Test ● Written paragraph at end of unit- how student's help out at home ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 3: Hooray for Nature!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary for vacation activities and mishaps ● Review of the formation “regular and irregular verbs” and use of the past tense ● Review of the position of adverbs with past tense ● Review of the position of partial negatives with past tense ● Review of the imperfect tense 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases using the past and imperfect tenses; and understanding the circumstance in which each should be used ● Speaking, writing, and understanding conversations in written content about weather and vacation activities

<p>relationship between the products and perspectives of the culture studied.</p> <hr/> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <ul style="list-style-type: none"> ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Comparison of when the past tense and imperfect tense are used ● Vocabulary used for telling a story about the past ● Expressions of surprise ● Review of vocabulary for weather; new forms for past and simple future ● Introduction of the <i>passé simple</i> with regular and irregular verbs- a literary past tense ● Ecological tourism ● Jacques Cousteau ● Environmental awareness ● Story of “Le petit Nicholas”- the equivalent of Dennis the Menace ● The Renaissance ● Louis XIV ● The Play – <i>Cyrano de Bergerac</i> 	<ul style="list-style-type: none"> ● Recognizing and understanding textual material written in the <i>passé simple</i> ● Understanding French views on ecology and conservation of natural resources
<p>Used in Content Area Standards</p>	<p>21st Century Skills</p>	
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit 	

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Personal responses to reading ● Authentic conversations with partners, written and recorded ● Exercises from text ● Write and record scenes about traveling in Francophone countries ● Write original authentic accounts of past events ● Comprehension questions on reading ● Reading using passé simple – show equivalent in passé composé ● Unit test included in midterm ● Create a board game using passé composé and imperfect
	<p>OTHER EVIDENCE:</p>

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 4: Daily Life

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary for shopping at a variety of different kinds of stores and shops 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases used in shopping at stationery store, the post office, pharmacy, and convenience store

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Review of direct and indirect object pronouns ● Vocabulary for indefinite quantities ● Review of the verb <i>faire</i> with the infinitive ● Styles of French music ● Famous French singers and composers 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding conversations and written content about getting a haircut ● Speaking, writing, and understanding conversations and written content using object pronouns ● Speaking, writing, and understanding conversations and written content concerning services done for them by others ● Speaking, writing, and understanding conversations and written content using indefinite quantities
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing

	<ul style="list-style-type: none"> ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Definitions in French of new words and expressions ● Authentic conversations with partners, written and recorded ● Visual representation for order of pronouns ● Exercises from text ● Original authentic videos: “j’ai un problème” using new vocabulary and expressions with “faire” + infinitive ● Notes in French on the history of music in France ● Unit test ● Written paragraph at end of unit- students write about a shopping trip ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 5: Have a Nice Trip!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and expressions used for travel: passports, customs, buying a ticket, checking luggage, etc ● Review of partial negatives ● Public transportation in France ● Future Tense- regular and irregular verbs ● Conjunction involving time ● Conditional tense- regular and irregular verbs 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases used for travel, going through customs, buying a ticket, getting information, etc. ● Speaking, writing, and understanding conversations and written content about what one will do or would do

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● The French Revolution ● Favorite destinations of French students ● French impressions of the U.S. ● Napoleon Bonaparte ● Marie Antoinette ● French Geography ● Departments ● French money ● The Louvre ● “La Marseillaise”- The French National Anthem ● Victor Hugo- <i>Les Miserables</i> 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding conversations and written content about travel in France
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students write postcards about a trip to a Francophone country using negative expressions ● Exercises from text ● Students write and record original conversations about travel ● Students write stories about the future ● Quiz on future and conditional tenses ● Comprehension questions for reading ● Unit test ● Written paragraph at end of unit- Students write about where they would like to go in France ● Assessment of oral expression ● Notes in French on French history / culture: French revolution ● Quiz on French revolution
	<p>OTHER EVIDENCE:</p>

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 6: Vacationing in France

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	Transfer	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and expressions used for getting a hotel room and requesting hotel services 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases used for checking into a hotel, describing the kind of room they would like, and discussing hotel services

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Review of comparative and superlative forms ● The form and use of interrogative pronouns ● Demonstrative pronouns ● Form and use of possessive pronouns ● French History from 1870 to the present ● Marie Curie ● Jean Moulin ● Charles DeGaulle ● Paul Éluar ● Louis Malle- film-<i>Au Revoir, Les Enfants</i> 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding conversations and written content about being a tourist in France ● Speaking, writing, and understanding conversations using comparative and superlative forms ● Speaking, writing, and understanding conversations using interrogative and demonstrative pronouns ● Speaking, writing, and understanding and discussing literature and other realia appropriate to their level
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content

	<ul style="list-style-type: none"> ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Students write and record original conversations about staying in a hotel ● Slide presentation for comparatives ● Personal responses to reading ● Exercises from text ● Reading comprehension questions ● Formative quiz on each part of the unit ● Unit Test ● Written paragraph at end of unit- Students write about getting a room in a French hotel ● Assessment of oral expression
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: French 3 (WHS)

Unit 7: Health and Medical Care

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of French history and culture.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the 	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) ● Students will gain knowledge and understanding of the French-speaking world ● Students will use French to expand their knowledge through connections with other areas of the curriculum ● Students will use French to gain an understanding of the nature of language and culture 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary and expressions used for getting medical/emergency services and explaining medical/dental conditions ● The concept of tense and mood ● The form and use of subjunctive mood-present and past tense ● Irregular verb- to believe, to fear 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Speaking, writing, and understanding phrases used to answer medical questions and explain medical and dental conditions ● Speaking, writing, and understanding conversations and written content using expressions of emotion, certainty, and doubt ● Understanding the difference between tense and mood

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Verbs and expressions of emotion, certainty and doubt ● Humanitarian health organizations ● <i>En Voyage</i> by Guy de Maupassant ● The European Economic Union ● Immigration- issues of race, religion, culture, and integration 	<ul style="list-style-type: none"> ● Speaking, writing, and understanding conversations and written content using the subjunctive mood in present and past tense ● Speaking, writing, and understanding conversations and written content about medical conditions and health care in France ● Understanding French issues concerning the integration of immigrants into their culture/country ● Comparing and contrasting French and American medical systems
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit

	<ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Exercises from text ● Quiz on subjunctive ● Students write and record original conversations about health situations using subjunctive ● Letters explaining doctors without borders and humanitarian organizations ● Formative quiz on each part of the unit ● Unit Test ● Written paragraph at end of unit- Students write about a trip to the hospital, doctor, or dentist ● Assessment of oral expression
	<p>OTHER EVIDENCE:</p>

Windham School District Curriculum

Content Topic: Honors French 4 (WHS)

Unit 1: Nonfiction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading, and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken French; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will understand that they are citizens of the world ● Students will better understand world issues from more than one perspective ● Students will better understand their own language and culture ● Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>La Presse Française:</p> <ul style="list-style-type: none"> ● Selections from <i>Interactions: Langue et Culture</i> ● Newspapers from France and Francophone countries ● Current events (political, economic, social) ● Weather ● Sports ● Advertisements ● Editorials 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reading critically ● Identifying and interpreting cultural inferences ● Speaking, writing, and understanding current events in France and Francophone countries ● Researching, interpreting, and presenting biographical information

<ul style="list-style-type: none"> ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● Presentation of a popular song – lyrics, vocabulary list, explanation of song ● Critical review – fashion, book, music, cinema, restaurant ● Embedded grammar review <p>Memoires:</p> <ul style="list-style-type: none"> ● <i>Le Coeur à rire et à pleurer</i> Maryse Condé ● <i>Une mort très douce</i> Simone de Beauvoir ● Embedded grammar review – imparfait vs. passé composé <p>Biographies:</p> <ul style="list-style-type: none"> ● Student research on famous French person 	
Used in Content Area Standards	21st Century Skills	
not applicable	<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional 	

	<p>and innovative ways by applying new content from the unit</p> <ul style="list-style-type: none"> ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural <i>comparisons</i>
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Quiz on the French press and media ● Written and oral reports on current events ● Oral presentations on current events ● Written editorial column / persuasive essay ● Popular French song research and presentation ● Advertisement project ● Newspaper project ● Written memoire ● Biography project – biographical sketch, keynote presentation, reporter/famous person interview imovie, student-generated essay questions
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Honors French 4 (WHS)

Unit 2: Short Story

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading, and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 	Transfer	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken French; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; communicate advanced ideas through speaking and writing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will understand that they are citizens of the world ● Students will better understand world issues from more than one perspective ● Students will better understand their own language and culture ● Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
Acquisition		
<p><i>Students will know...</i></p> <p>Fables and folktales:</p> <ul style="list-style-type: none"> ● LaFontaine: La Grenouille qui veut se faire aussi grosse que le Boeuf ● Corsican tale: La fleur, le miroir et le cheval <p>Short stories:</p> <ul style="list-style-type: none"> ● Le Horla Guy de Maupassant 		
<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying the elements of a fable, folk tale, fairy tale ● Identifying how authors present characters by means of rhetorical elements ● Identifying elements of plot development 		

<ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 	<ul style="list-style-type: none"> ● La Belle et la Bête Madame Leprince de Beaumont ● Le Chat botté Charles Perrault ● La Parure Guy de Maupassant ● Oriflamme Eugène Ionesco 	<ul style="list-style-type: none"> ● Comparing and contrasting the presentation of story elements across media
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content ● Communication,: Students will apply the new content in speaking, listening, reading, and writing

	<ul style="list-style-type: none"> ● Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Reading Comprehension Questions ● Vocabulary Study Activities ● Grammar Activities ● Communicative Activities ● Original fable or folktale ● Written and oral presentations ● Slide presentation on selected short story ● Original fairy tale
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Honors French 4 (WHS)

Unit 3: Poetry and Drama

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading, and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship 	Transfer	
	<p><i>Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken French; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; communicate advanced ideas through speaking and writing.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will understand that they are citizens of the world ● Students will better understand world issues from more than one perspective ● Students will better understand their own language and culture ● Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
Acquisition		
<p><i>Students will know...</i></p> <p>Poetry:</p> <ul style="list-style-type: none"> ● Il pleure dans mon coeur... Paul Verlaine ● Roman Arthur Rimbaud ● Prière d'un petit enfant nègre Guy Tirolieu ● Barbara Jacques Prévert ● Other poems individually chosen <p>Drama:</p> <ul style="list-style-type: none"> ● Knock Jules Romains 		
<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying elements of poetry including theme, tone, figurative language, rhythm, rhyme ● Identifying cultural references and influences in poetry ● Analyzing character development in plays ● Comparing and contrasting the directors' visions in various theatrical presentations of the same play 		

<p>between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve

	<p>problems and create artifacts related to content</p> <ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Critical Thinking Essays • Oral poetry reading • Research and presentation on impressionism in art and music (podcast?) • Research and presentation on French colonialism • Research and presentation on WWII in Normandy • Poetry project • Vocabulary and grammar activities • Communicative activities • Performance of selected scenes from playn
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Honors French 4 (WHS)

Unit 4: Novel

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading, and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● Communication: Communicate in Languages Other Than English ● Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. ● Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Cultures: Gain Knowledge and Understanding of Other Cultures ● Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship 	Transfer	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken French; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; communicate advanced ideas through speaking and writing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will understand that they are citizens of the world ● Students will better understand world issues from more than one perspective ● Students will better understand their own language and culture ● Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the value of learning another language? ● Why is it important to communicate effectively? ● How do history, literature and the arts influence and reflect a society and its culture? ● How does globalization affect our identity?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>Le Petit Prince</i> Antoine de Saint-Exupéry ● Excerpts from <i>Candide</i> Voltaire ● <i>Vendredi ou la vie sauvage</i> Michel Tournier ● <i>Je déteste les enfants</i> Françoise Mallet-Joris 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying elements of the novel: character, plot, setting, etc. ● Summarizing plot ● Identifying the use of figurative and rhetorical language in the novel ● Comparing and contrasting presentation across media

<p>between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> ● Connections: Connect with Other Disciplines and Acquire Information ● Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. ● Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. ● Comparisons: Develop Insight into the Nature of Language and Culture ● Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. ● Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● Communities: Participate in Multilingual Communities at Home and Around the World ● Standard 5.1: School and Community Students use the language both within and beyond the school setting. ● Standard 5.2: Lifelong Learning Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit ● Collaboration: Students will work in pairs as well as groups to solve

	<p>problems and create artifacts related to content</p> <ul style="list-style-type: none"> • Communication,: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Vocabulary Study Activities • Grammar Activities • Communicative Activities • Reading Journal • Socratic Circle
	<p>OTHER EVIDENCE:</p>

Windham School District Curriculum

Content Topic: AP French IV

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: The AP French Language and Culture Exam is based on 6 themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics, and attempts to evaluate levels of performance in the use of the language, in understanding both written and spoken French. It measures the students' ability to write and speak with ease in correct and idiomatic French in Interpersonal and Presentational modes. Students will be assessed based on the AP Scoring guidelines.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Competency #1 Communication: Students communicate using the three communicative modes in both oral and written forms: listening, speaking, reading, and writing. ● Competency # 2 Culture and Community: Students demonstrate an understanding of the relationships between the products, practices and perspectives of the target culture 	<i>Transfer</i>	
	<p>AP French Language and Culture is intended for students who wish to develop proficiency and integrate their language skills using authentic materials and sources at a level comparable to a third year (fifth or sixth semester) college and university course. As such there is a strong focus on listening, reading, speaking and writing in the target language at Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. Proficiency is achieved through a range of activities, assignments and assessments articulated below. The AP French Language and Culture course prepares students to demonstrate their level of French proficiency across three communicative modes: Interpersonal [interactive communication], Interpretive [receptive communication] and Presentational [productive communication] in correlation with the four primary language skills: Listening, Reading, Writing and Speaking.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> ● How French literature, history and culture reflect the following themes: <ul style="list-style-type: none"> ○ Global Challenges ○ Science and Technology ○ Personal and Public identities ○ Family and Community ○ Contemporary Life ○ Beauty and Aesthetics 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What environmental, political, and social issues propose challenges to societies throughout the world? ● What are the origins of those issues? ● What are possible solutions to those challenges? ● How do developments in science and technology affect our lives? ● What factors have driven innovation and discovery in the fields of science and technology? ● What role does ethics play in scientific advancements? ● How are aspects of identity expressed in various situations? ● How do language and culture influence identity? ● How does one's identity develop over time? Chapters 21 and 23 from <i>Allons au--delà</i> Readings and Activities ● What constitutes a family in different societies? ● How do individuals contribute to the well-being of communities? ● How do the roles that families and communities assume differ in societies around the world? ● How do societies and individuals define quality of life? ● How is contemporary life influenced by cultural products, practices, and perspectives?

and participate in multilingual communities (within the school settings and beyond). • Competency #3 Connections and Comparisons: Students engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own.		<ul style="list-style-type: none"> • What are the challenges of contemporary life? • How are perceptions of beauty and creativity established? • How do ideals of beauty and aesthetics influence daily life? • How do the arts both challenge and reflect cultural perspectives?
	<i>Students will know...</i> <ul style="list-style-type: none"> • How to gain an understanding about the courses six themes through a variety of genres: <ul style="list-style-type: none"> ○ Nonfiction ○ Short stories ○ Drama ○ Poetry 	Acquisition <i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Speaking in the target language in a variety of settings, types of discourse, on various topics • Writing a variety of compositions in the target language • Comprehending and communicating in the target language • Utilize authentic materials to integrate the language skills
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Creativity: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit • Collaboration: Students will work in pairs as well as groups to solve problems and create artifacts related to content • Communication: Students will apply the new content in speaking, listening, reading, and writing • Critical Thinking - Students will use critical thinking skills to make connections across disciplines and make comparisons between the French and English languages as well as cross-cultural comparisons

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> • Oral Presentations • Written compositions • Debates • Journal entries • Formative Lesson Assessments • Summative Unit Assessment • AP Exam
	OTHER EVIDENCE: