## Language Acquisition-French
### Subject Group Overview

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<th>Phase 1:</th>
<th>Key Concept Related Concept(s) and Global Context</th>
<th>Statement of Inquiry</th>
<th>Inquiry Questions</th>
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| **Unit 1: Simple actions and objects** | Key concept: Accent and word choice  
Related concept: Communication  
Global context: Personal and cultural expression | Accurate accent and word choice is the basis of clear communication, which helps create relationships. | Factual: In what ways do people communicate and help make what they're saying clear?  
Conceptual: Is correct pronunciation/grammar important? Why or why not?  
Debatable: Does learning and speaking additional languages detract or add to the skills and knowledge of our mother tongue language? | Organization | Group Conversation and Be the Teacher! Students write and memorize a short skit using introductory vocabulary. Students write and memorize 7 commands to have their group members perform. | Criteria C and D | Introductions, body parts, classroom objects, classroom commands |
| **Unit 2: Likes and Dislikes** | Key concept: Connections  
Related concept: Patterns and Audience  
Global context: Identities and Relationships | Connecting to the audience requires one to be aware of language and social patterns, how one identifies oneself, and how they may relate to another person. | Factual: What are ways you can express yourself? What ways do you communicate this to others?  
Conceptual: How do we communicate without speaking? Do non-verbal cues transfer across cultures/languages?  
Debatable: Are words or actions more important? Why or why not? | Communication | Pen Pal Letter: Write a letter of introduction to your French Pen Pal. Tell them about yourself and your likes/dislikes. | Criteria C and D | Activities, expressing and asking for likes and dislikes, -er verb conjugations |

*Updated 1.29.19*
| Unit 3: Family | Key concept: Culture  
Related Concept: Form, audience, purpose  
Global context: Identities and Relationships | The family and community to which we belong determine significant aspects of our identity, beliefs and values. | Factual: What aspects of your family life do you consider apart of your culture?  
Conceptual: What kinds of forms can different families take?  
Debatable: Is family formed by culture or is culture formed by family? | Organization | Family Tree Project: show understanding by creating a family tree and describing each family member. | Criteria B and D | Family vocabulary, describing people, adjective agreements, possessive adjective "my"

| Unit 4: Time and school | Key concept: Culture  
Related concept: Message and Meaning  
Global context: Identities and Relationships | Our experiences are shaped by our education, and our education is in turn shaped by our experiences. | Factual: What are some characteristics of the French school system?  
Conceptual: Why is education mandatory in much of the world?  
Debatable: What is the best way to educate students? | Collaboration | Compare/contrast quiz: What do French-speaking and American schools have in common? How are our timekeeping systems different? | Criteria A and B | School vocabulary, words/phrases pertaining to keeping time

| Unit 5: Food | Key concept: Culture  
Related concept: Message and Meaning  
Global context: Identities and Relationships | Lifestyle choices within a culture often mirror their views on relationships with people, places, or things. | Factual: What lifestyle choices are important to our culture?  
Conceptual: What does it look like to have a healthy relationship with food? Does this look different for different people?  

*Updated 1.29.19*
| **Unit 6: Goldilocks Story** | Key concept: Connections  
Related concept: Accent and Message  
Global context: Personal and Cultural Expression | Messages delivered through stories are the same across many cultures. | Factual: What is the message sent to children in this story?  
Conceptual: Why would this story be important or popular for both French and American kids?  
Debatable: Could kids in other cultures receive a different message from the same story? | Transfer | Putting the story in order: students listen to me describe an event in the story. They then place the event in the correct order chronologically and draw a picture showing their understanding of the event being described. | **Criterion A** | Story vocabulary, short story telling phrases |
|---|---|---|---|---|---|---|---|
| **Unit 7: La Francophonie** | Key concept: Creativity  
Related concept: Audience, Form  
Global context: Identities and Relationships | Creativity forms and drives identity within a culture, as well as helping create a relationship with the audience. | Factual: What other countries and people we've heard of have French as an official language?  
Conceptual: What connection does the French language have with history, countries, and people?  
Debatable: Does the French language/culture play a major role world wide? If so how? If not, why not? | Media Literacy | Culture Project: Research a culture topic of interest to the student. This will be chosen from a pre-approved list by the teacher. Students will write introductory slides in French and provide more detailed information and questions in English. | **Criteria C and D** | Reviewing introductory vocabulary, numbers and using those in an informational context. |
| **Unit 8: Weather and the Environment** | Key concept: Connections  
Related concept: Patterns and Form  
Global context: Scientific and Cultural Innovation | Systems and patterns are connected to and help form daily habits and norms. | Factual: What is the weather like near the equator vs. far away?  
Conceptual: How does weather affect culture?  
Debatable: | Information Literacy | Flip Grid Video: listen to descriptions of the weather and respond by saying where this weather is typical and why. Then give a description of what the weather is like in the country you had for the Weather Wednesday activity. | **Criterion A** | Weather vocabulary, verb "faire", review days of the week. |
### Unit 9: Les Pirates

**Key concept:** Connections  
**Related concept:** Purpose and Message  
**Global Context:** Identities and Relationships (motivation)

The relationship between a person's motivation and their purpose influence their decisions and actions.  

**Factual:** Who is Antoine? Who is François?  
**Conceptual:** What is driving the characters to do the things they do?  
**Debatable:** Is it okay to sometimes be selfish? Why or why not?

**Self-management, organization**  
**Summative on the Les Pirates story:** reading character descriptions and identifying the character, answering short questions in French, writing a short summary of the story.  
**Criteria B, C, D**  
**Reading Les Pirates, completing lit circles, comprehension questions worksheets, vocabulary**

### Year 2:

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<th>Unit 1: Les Animaux</th>
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| Key concept: Communication  
Related concept: Structure  
Global context: Personal and cultural expression | Linguistic structure is vital to communicating and expressing oneself accurately.  
Factual: What are the conjugations for -ir verbs?  
Conceptual: Why is grammar important? How can structure of language influence the meaning?  

### Unit 2: En Ville

| Key concept: Connections  
Related concept: The functionality and purpose of places are connected, | Factual: How do we form the command form of a verb?  
Conceptual: How do we form the command form of a verb? | Organization | Criteria A: use the map provided to follow various sets of directions | Criterion A | Places in town, directions, command form. |

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<th>Unit 3: Presque Mort</th>
<th>Key concept: Culture</th>
<th>Related concept: Function and purpose</th>
<th>Global context: Identities and Relationships</th>
<th>One’s identity can be affected through experiences with other cultures and in different contexts.</th>
<th>Factual: Who are the characters in the story?</th>
<th>Conceptual: Relationships play a role in the story. Imagine some situations you have been in that relate to those of the main character.</th>
<th>Debatable: Should students at some point be required to do an exchange program similar to Ann’s? Why or why not?</th>
<th>Information literacy</th>
<th>Criteria B: reading character descriptions and identifying the character, answering short questions in French, writing a short summary of the story.</th>
<th>Criterion B</th>
<th>High frequency vocab from story, following the plot of a story told totally in French.</th>
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<td>Unit 4: A la mode</td>
<td>Key concept: Culture</td>
<td>Related concept: Audience and structure</td>
<td>Global context: Personal and cultural expression</td>
<td>Artistry is influenced by audience, structure, and culture.</td>
<td>Factual: What is a BAGS adjective? Where are adjectives typically placed in French vs. English?</td>
<td>Conceptual: How do our stylistic choices express who we are?</td>
<td>Debatable: Are stereotypes based on a person’s style true?</td>
<td>Collaboration</td>
<td>Criteria C/D: Fashion Show- in groups write descriptions based on the outfit of your choosing. A group member will read your description.</td>
<td>Criteria C and D</td>
<td>Clothing, adjective agreement, BAGS adjective and possessive adjectives</td>
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<td>Unit 5: Daily Routine and Reflexive Verbs</td>
<td>Key concept: Communication</td>
<td>Related concept:</td>
<td>Patterns in lifestyle choices are expressions of our identity.</td>
<td>Factual: How are reflexive verbs different than regular verbs? How do we use reflexive verbs to describe our daily routines?</td>
<td>Communication</td>
<td>Criteria A: Create a FlipGrid video responding to various questions regarding their daily routines and using reflexive verbs accurately.</td>
<td>Criterion A</td>
<td>Reflexive verbs as vocab and grammar concepts, transitional vocabulary.</td>
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<td>Unit 6: Paris/Futur Proche</td>
<td>Key concept: Culture</td>
<td>Personal and cultural expression will change depending on the context of our reality.</td>
<td>Factual: How did historical events influence some of the famous Parisian monuments?</td>
<td>Conceptual: Compare/contrast the culture and history of Paris with our surroundings</td>
<td>Debatable: Is life better in the country or a big city?</td>
<td>Self-Management</td>
<td>Criteria B: identify sentences in the future tense vs. present, identify what's what in Paris, use accurate vocabulary to respond to questions and describe things to do.</td>
<td>Criterion B</td>
<td>Introduction to history/monuments around Paris, near future tense</td>
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<td><strong>Unit 7: Les Tâches Ménagères</strong></td>
<td>Key Concept: Culture</td>
<td>There's relationships between one's culture and what they view as their personal responsibilities.</td>
<td>Factual: What chores are you responsible for at home?</td>
<td>Conceptual: Why are these differences in home life important to their respective cultures?</td>
<td>Debatable: To what extent should children be held accountable in chores around the house?</td>
<td>Organization</td>
<td>Dream house project</td>
<td>Criteria C and D</td>
<td>Around the house vocabulary, chores, masculine/feminine agreement</td>
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<td><strong>Unit 8: Passé Composé</strong></td>
<td>Key Concept: Communication</td>
<td>Accurate grammatical structure is vital to personal communication.</td>
<td>Factual: How can you tell if a phrase is in past, present or future tense?</td>
<td>Conceptual: How does the structure of phrases influence the level of communication you achieve?</td>
<td>Communication</td>
<td>Filling in helping verb, filling in past participle, identifying the passe compose</td>
<td>Criterion B</td>
<td>Structure of past tense and how it compares to the present and future tenses.</td>
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<td>Unit 1: Les Grandes Grandes Vacances</td>
<td>Key concept: Culture</td>
<td>History shapes culture, and culture in turn shapes our point of view.</td>
<td>Factual: What role did France play in WW2? Conceptual: What characterized the German occupation of France?</td>
<td>Thinking</td>
<td>Response journal: Students write short paragraphs about topics explored in an animated show about France during the Second World War. Podcast: Students conduct</td>
<td>Criteria C and D</td>
<td>The region of Haute-Normandie, using the passé composé and imparfait, WW2-spawned cultural allusions and idioms</td>
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*Updated 1.29.19*
| Unit 2: Les droits | Key concept: Connections  
Related concept: Patterns and Audience  
Global context: Sharing the planet | Any discussion of human rights warrants deep and thoughtful consideration | Factual: What are some widely recognized human rights in the world?  
Conceptual: What is the difference between a right, a privilege and a responsibility?  
Debatable: Whose job is it to protect human rights? | Thinking  
Discussion: Be able to share, support, and respectfully disagree during a small-group discussion. | Criteria C and D | Expressing facts, opinion, and agreement or disagreement |
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| Unit 3: Family | Key concept: Culture  
Related Concept: Form, audience, purpose  
Global context: Identities and Relationships | The family and community to which we belong determine significant aspects of our identity, beliefs and values. | Factual: What aspects of your family life to you consider apart of your culture?  
Conceptual: Imagine what a student in France may learn about American culture.  
Debatable: Is family formed | Organization  
Vocabulary Test: students translate key words and show comprehension of possessive adjectives. Family Tree Project: show understanding by creating a family tree and describing each family member. | Criteria B, C, and D | Family vocabulary, describing people, adjective agreements, possessive adjective “my” |
| Unit 5: Food | Key concept: Culture  
Related concept: Message and Meaning  
Global context: Identities and Relationships | Lifestyle choices within a culture often mirror their views on relationships with people, places, or things. | Factual: What lifestyle choices are important to our culture?  
Conceptual: What does it look like to have a healthy relationship with food?  
Does this look different for different people?  
Debatable: Does our culture value healthy living? Why or why not? | Collaboration  
Restaurant skit: write and perform a skit focusing on cultural differences and using accurate vocabulary. | Criteria C and D  
Story vocabulary, short story telling phrases |
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Story vocabulary, short story telling phrases |

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