

WORLD LANGUAGE

LEVEL 3 UNIT 1

Contemporary Life: In the News

All Languages HS | Intermediate Low | Level 3 | 6-7 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do I talk about what's going on in the world?

Students use the target language to understand and communicate about:

- news events that affect communities
- noteworthy events in the past
- trending news events

GUIDING QUESTIONS

How do I use language to

- retell a sequence of events using details and description
- tell what was happening when an event occurred
- ask follow-up questions to discern additional information about an event
- interpret and summarize authentic sources

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	<ul style="list-style-type: none">• Identify the topic and related information from short conversations• Identify the topic from simple sentences in short informational and fictional texts
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Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> ● Request and provide information in conversations on familiar topics ● Interact with others to meet my basic needs in familiar situations ● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics
Presentational	<p>Using simple sentences:</p> <ul style="list-style-type: none"> ● Present personal information about my life, activities and evenings ● Express my preferences on everyday topics of interest and explain why I feel that way ● Present on familiar and everyday topics

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Newscast
- **Practices:** Newscasts focus on a variety of global issues from other countries.
- **Perspectives:** Francophone countries are not as US centered; Their proximity to other countries impact their daily lives.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies: current events
- Career and Tech Education: Broadcast Journalism

Acquiring Information & Diverse Viewpoints

- What makes news in our communities is more common than not across cultures
- News is conveyed across cultures in a variety of ways

COMPARISONS

Language Comparisons

- There was/were

Cultural Comparisons

- Types of news covered

COMMUNITIES

School & Global Communities

- Read and or listen to events from target culture

Lifelong Learning

- Follow a news feed

WORLD LANGUAGE

LEVEL 3 UNIT 2

Contemporary Life: T'es branché ?

French HS | Intermediate low | Level 3 | 6 Weeks



ESSENTIAL QUESTION	BIG IDEAS
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How do trends connect us?

Students use the target language to understand and communicate about:

- How trends and fads unite communities
- Past trends that influenced previous generations
- Trends/fads in the target culture

GUIDING QUESTIONS

How do I use language to

- Talk about trends and why they are popular?
- Tell reasons that people choose trends?
- Describe past and current fads and trends?
- Compare and contrast trends and fads from today to those in previous generations?
- Explore trends from the target culture?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID

Interpretive	<ul style="list-style-type: none">• Understand the main idea and key information in short, straightforward informational texts.
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	<ul style="list-style-type: none"> • Understand the main idea and key information in short, straightforward fictional texts. • Understand the main idea and key information in short, straightforward conversations.
Interpersonal	<p>By creating sentences and series of sentences and asking a variety of follow-up questions, I can:</p> <ul style="list-style-type: none"> • Exchange information in conversations on familiar topics and some researched topics • Interact with others to meet my needs in a variety of familiar situations • Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics
Presentational	<p>Using sentences and a series of sentences, I can:</p> <ul style="list-style-type: none"> • Tell a story about my life, activities, events and other social experiences • State my viewpoint about familiar topics and give some reasons to support it • Give straightforward presentation on a variety of familiar topics and some concrete topics I have researched

CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** music, movies, games, fashion
- **Practices:** People changing their preferences in music, media or fashion based on trends; the phenomenon of trends spreading through social media
- **Perspectives:** Trends are a reflection of culture; trends spread quickly throughout a culture and are connected to a certain time or era; people can be influenced by trends

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- History

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Use of past tenses for action vs. description or habitual action
- Reflexive verbs that are idiomatic

Cultural Comparisons

- Trends can be universal or vary across cultures

COMMUNITIES

School & Global Communities

- School traditions at pep rallies
- Trends that spread on social media

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 3 UNIT 3

Global Challenges: Mettre ma patte

French HS | Intermediate Low | Level 3 | 4-5 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do global issues impact communities?

Students use the target language to understand and communicate about:

- societal problems they want to solve in their community
- one's personal role and impact on helping solve societal issues
- the role and impact of humanitarian organisations on helping solve societal issues

GUIDING QUESTIONS

How do I use language to

- Discuss societal issues that I am passionate about solving
- Discuss hypothetical situations with regard to making an impact
- Discuss the work of international humanitarian organisations

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** humanitarian organizations
- **Practices:** volunteering
- **Perspectives:** how volunteerism makes a difference in the community

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- Environmental science

Acquiring Information & Diverse Viewpoints

- Different perspectives on global issues (need for volunteering, unemployment rates, environment, poverty)

COMPARISONS

Language Comparisons

- Il faut/il faudrait

Cultural Comparisons

- How different cultures address global issues (need for volunteering, unemployment rates, environment, poverty)

COMMUNITIES

School & Global Communities

- Volunteer in the community

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 4

Global Challenges: Penser global, agir local

French HS | Intermediate Low | Level 3 | 4-5 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do our actions impact the environment?

Students use the target language to understand and communicate about:

- Environmental issues
- Personal and societal solutions for environmental challenges.
- How other cultures approach protecting the environment

GUIDING QUESTIONS

How do I use language to

- Talk about how I and others take care of the planet?
- Compare different approaches to protecting the environment?
- Express opinions about problems and solutions to environmental issues?
- Express why is it important to protect the environment?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products to perspectives:**

Product: Recycling

Practice: Recycle everywhere, don't litter (no trash anywhere); governmental restrictions with regards to pollution and waste products, restrictions on where/what can be built.

Perspective: Communities value recycling and environmental protection based on geographical location, resources, and practices.

- **Practices to perspectives:**

Product: Conservation of biodiversity and natural resources

Practice: Usage of natural resources; laws protecting wildlife and biodiversity

Perspective: Communities value conservation based on availability of natural resources and geography.

CONNECTIONS

Making Connections to Other Disciplines

- Science: Environment
- Civics and global citizenship

Acquiring Information & Diverse Viewpoints

- Investigating different perspectives on protecting the environment

COMPARISONS

Language Comparisons

- Expressing hopes and wishes (use of subjunctive)
- Transition words for making comparisons (par conséquent)

Cultural Comparisons

- Compare environmental issues and preservation in the US and French speaking countries
- Investigating how different cultures protect the environment

COMMUNITIES

School & Global Communities

- Volunteer in the community
- Take active steps to protect the environment

Lifelong Learning

- Self assess progress toward unit goal
- Volunteerism

WORLD LANGUAGE

LEVEL 3 UNIT 5

Contemporary Life: Bon Voyage

French HS | Intermediate Low | Level 3 | 5 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do people prepare for traveling abroad?

Students use the target language to communicate about:

- travel preparations, including vaccinations, passports, packing.
- travel arrangements, including hotel, car rental, airports.
- travel preferences, including wishes, desires and opinions.
- tourism in a francophone country, including food, sports, and recreation.

How does traveling abroad broaden one's horizons?

GUIDING QUESTIONS

How do I use language to

- prepare for and plan a trip?
- take a vacation to a francophone country?
- express preferences for vacation activities?
- express opinions, desires, and needs?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** souvenirs, Air France-KLM, Peugeot, Citroen, Renault, Ibis, Novotel, Sofitel, auberges de jeunesse, gîtes, Classes de neige, La raclette savoyarde
- **Practice:** making travel arrangements, sightseeing; Ski school; popularity of skiing in France; enjoying Raclette in the winter months
- **Perspective:** the French like to travel all over the world; mountains offer unique vacation opportunities; Skiing is an important national winter sport and everyone should know how to ski; It is important to maintain regional specialties.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies: Geography; Francophone regions

Acquiring Information & Diverse Viewpoints

- Cultural differences in vacationing

COMPARISONS

Language Comparisons

- Expressing wishes, desires, preferences

Cultural Comparisons

- Typical French vs. American breakfast
- KS vs. French geography
- KS vs. French recreational activities
- Typical French and American vacations

COMMUNITIES

School & Global Communities

- Applying knowledge and skills while traveling

Lifelong Learning

- Self assess progress toward unit goal