



Subject Area: French Traditional		Course: 6th Grade French	
Unit 5 Title: Leçon 2B - Au Lycée Cont.	Grade(s): 6	Start: May	End: June
Unit Summary: In this unit, students expand their communication skills to talk about what they and others do during the week and weekend. They express how often they do certain activities, describe their weekly routines, and ask others about their habits. They explore similarities and differences in how teenagers spend their time in French-speaking countries.			

Stage 1: Desired Results

Massachusetts Learning Standards

Novice Low World Languages Standards Communication Standards

1. Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:

- a. Recognize traits of multiple cultures and communities. (NL.1.a)
- b. Identify words, phrases, and basic information. (NL.1.b).

2 Interpersonal Communication - In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a)
- b. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b)

c. Provide memorized questions. (NL.2.c)

3. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Demonstrate awareness and understanding of themselves and their audience. (NL.3.a)
- b. Provide simple, basic, prepared information in culturally appropriate ways. (NL.3.b)

4. Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NL.4.a)
- b. Use appropriate highly practiced gestures and behaviors. (NL.4.b)
- c. Recognize some behaviors that are likely to offend members of target-language cultures. (NL.4.c)

Linguistic Cultures Standards

5. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NL.5.a)
- b. Recognize and identify factors that contribute to individual and cultural identities. (NL.5.b)

6. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:

1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NL.6.a.1)
2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NL.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Identifying cognates. (NL.6.b.1)
 2. Comparing basic idiomatic expressions. (NL.6.b.2)
 3. Identifying similarities and differences in the sound and writing systems. (NL.6.b.3)

Lifelong Learning Standards

7. Connections - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a)
 - b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NL.7.b)
8. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:
 - b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)
 2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.8.b.2)
 3. Identifying uses of the target language in the community. (NL.8.b.3)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Present themselves and a typical week/weekend for them.
- Prompt: A French teen has written to you asking what life is like for students in the U.S. during the week. You will

respond with a multimedia message showing your weekly schedule, activities, and routines.

Task Options:

1. Option A: Multimedia Week-in-My-Life Journal

- Create a visual journal (digital slides, booklet, or video) showing 5–7 key activities you do during the week and weekend.
- Include full sentences using *je* and *tu* or *il/elle* to describe what you and others do.
- Use adverbs like *souvent*, *rarement*, *toujours*, *maintenant*.
- Label your days and times accurately in French.
- Add comparison or cultural notes (e.g., "Les élèves en France commencent à...")

2. Option B: Partner Interview & Profile

- Conduct a structured interview with a classmate asking what they do during the week.
- Use *est-ce que* and *quand* questions.
- Write a profile describing your partner's weekly routine using the third person (e.g., *Elle regarde la télé le soir.*)
- Present both the interview and the written profile in class or on Flip.

3. Option C: Infographic Poster – “Ma Semaine Typique”

- Create a poster (digital or physical) that outlines your weekly schedule and activities.
- Use visuals, captions, and sentences to describe what you do and how often.
- Include a short paragraph reflecting on how your schedule is similar to or different from French teens’.

Meaning

Enduring Understandings

Students will understand that...

Essential Questions

Students will consider...

• Daily routines and free time activities reflect cultural values and individual identities. • We can describe actions and routines by using verbs and time expressions. • Asking questions helps us learn about others and connect with them.	• How do I describe what I do during the week and on the weekend? • What do routines and activities look like for teenagers in Francophone cultures? • How can I ask others about their daily life?
Acquisition	
Knowledge Students will know... Vocabulary: • Days of the week and time expressions (review and expand): <i>le week-end, tous les jours, souvent, rarement, quelquefois, toujours, maintenant</i> • Common activities: <i>regarder la télé, écouter de la musique, aller au cinéma, faire du sport, jouer au foot, surfer sur Internet, parler avec mes amis</i> • Expressions of frequency and sequence: <i>ensuite, après, puis</i> • Questions: <i>Qu'est-ce que tu fais...? Quand...? À quelle heure...? Avec qui...?</i> Grammar: • Present tense of avoir in full conjugation (<i>je, tu,</i>	Skills Students will be skilled at... • Describing daily and weekly routines using regular -er verbs • Using time expressions and adverbs of frequency to describe habits • Asking and answering questions about others' routines and free-time activities • Engaging in short conversations about how and when they do things • Making comparisons with peers in Francophone countries

il/elle, nous, vous, ils/elles

- Adverbs of frequency placement (*Je regarde souvent la télé.*)
- Telling time