

Roscommon Area Public Schools – Curriculum Framework

Course: French II

Course Structure:

Course Description

Unit Title: Shopping & Fashion



Stage 1: Identify Desired Results

Essential Question:

What thought-provoking questions will foster inquiry, meaning making and transfer?

- *An essential question is open ended; has no simple "right answer."*
- *Is meant to be investigated, argued, looked at from different points of view*
- *Encourages active "meaning making" by the learner about important ideas.*
- *Raises other important questions.*
- *Naturally arises*

*What is the significance of clothing in other cultures?
Why are there different sizing/measuring systems?*

Scaffold Questions:

What questions can we ask students that break the essential question into smaller pieces of content?

*Why do they speak French in Senegal?
How is Senegalese culture different from French culture?*

State Standards for World Language

List all of the standards in this unit.

Interpersonal Communication
Interpretative Communication
Presentational Communication
Language Comparisons

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	Cultural Comparisons Making Connections Acquiring Information and Diverse perspectives Relating to CULTural Practices
Crossover standards* <i>Connection to other content areas (Option)</i>	
Alignment to the Vision of High Quality Instruction in <i>Subject</i> <i>(How do the instructional targets in this unit align to the district's vision of high quality instruction?)</i>	
Stage 2: Determine Acceptable Evidence (With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)	

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Measure of Understanding (Performance Task) <i>(How will students demonstrate their attainment of the long term understanding?)</i>	<i>Students will enact a skit in which they visit a store and buy several items of clothes.</i>
Assessing the Performance Task <i>(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning independently?)</i>	Students must use appropriate cultural information including size/currency/ manners Students will be evaluated on appropriate vocabulary, correct structure, and accurate pronunciation.
Summative Assessments <i>(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the</i>	<i>Students will have 2 quizzes and 1 tests in each unit.</i>

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*performance-based evidence,
thereby increasing the reliability of
the overall assessment (especially if
the performance task was done by
a group)*

Formative Assessments

Students will answer oral questions about what they are wearing
Students will write answers on the board for correction and comprehension
Students will listen to spoken and recorded text and answer questions using technology or white boards.

Student Self-Reflection and Self-Regulation

(Student-Centered)

*(How will we measure students'
ability to think meta-cognitively?)*

Stage 3: Learning Plan (Summary of Key Learning Events and Instruction)

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What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?

The learning events –

- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.*
- *should match the level of rigor within the standard*
- *support student Acquisition, Meaning Making, and Transfer.*

Students will listen to and watch ongoing series of videos and answer questions about what they see/hear

Students will complete written activities practicing verb conjugation.

Students will describe the clothing they/their peers are wearing including sizes, colors, and materials

Students will review common verb conjugations in order to prepare to express their ideas in the past tense.

Students will read/listen to various texts to determine if events are taking place in the past or the present.

Learning Targets

Students will be able to communicate about clothing items and preferences.

Students will be able to use common verbs in the past and present tense

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What will students be taught? What should they know? What should they be able to do?

Students should be able to use demonstrative and interrogative pronouns according to gender and number.

How will the unit be sequenced and differentiated to optimize achievement for all learners?

Lessons will contain a large portion of review material from French 1
Students will be using a variety of visual and physical prompts to learn vocabulary
Students will complete interactive activities to practice verb conjugation.
Students will listen to, watch, and read a variety of texts to support the lessons.
Students will have an opportunity to learn about a high interest subject.
Students will conduct a research project and present their finding about Senegal to the class!

Teaching -

- *should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).*
- *should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).*
- *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*

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Children's Literature	
Key Vocabulary	<i>Passe compose</i> <i>En soldes</i> <i>Pointure</i> <i>Taille</i> <i>Demonstrative adjective</i> <i>Interrogative adjective</i> <i>Batik</i> <i>Boubou</i> <i>Mettre</i>
Resources	<i>Bien dit</i> <i>French Handbook</i> <i>Learn French with Alexa</i>