

Language and Level / Grade	French MS/HS		Approximate Length of Unit	6 weeks
Performance Range	Novice Mid/High		Approximate Number of Minutes Weekly	250minutes (5 days/50 minutes)
Theme/Topic	Exploring Time and Place: Living in the City			
Essential Question	What makes a city special?			
Unit Goals				
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> Identify businesses, services, schools, parks, etc within a city Describe the purpose(s) of various businesses, services, etc. in a city Locate businesses, services, schools, parks, etc on a city map Ask for and give directions from one point to another within a city Describe what makes a city special Compare cities in the United States to cities in France 			
Summative Performance Assessment Tasks				
<ul style="list-style-type: none"> These tasks allow learners to demonstrate how well they have met the goals of the unit. The tasks follow the format of the IPA, but are integrated throughout the unit. The template encourages multiple Interpretive tasks. The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. The tasks incorporate 21st Century Learning. 	Interpretive Mode			
	Listen to and follow directions from one place to another on a city map.	Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.	Watch a video about Futuroscope in Poitiers (https://www.futuroscope.com/attractions-et-spectacles) and list what you can see and do there.	
	Presentational Mode		Interpersonal Mode	
	<p>Polished: Your class is planning a trip to France. You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.</p> <p>On Demand: Write about a city you would like to visit where (French) is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible.</p>		In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.	
Standards				
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives			
	Product: Old buildings in cities Practice: Maintaining historic town centers Perspective: Importance of preserving the past Product: Specialty shops in the center of town Practice: Shopping at multiple shops in town Perspective: Appreciation of quality of merchandise			

Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Geography <ul style="list-style-type: none"> • location of cities in France • map reading skills Math – <ul style="list-style-type: none"> • metric system for distances Language Arts <ul style="list-style-type: none"> • interview strategies 	<ul style="list-style-type: none"> • Websites for various cities in France. • Video of Futuroscope. • Video interviews with people about why they like their city.
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Hôtel de Ville Ville, village	Layout of cities in France Maintaining historic districts, buildings
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> • Small group work to plan an itinerary for school trip to France • Skyping with their sister school in France in preparation their exchange 	<ul style="list-style-type: none"> • Researching and planning a trip • Self-assessment of progress towards unit goals
Connections to Other Standards	<ul style="list-style-type: none"> • 21st Century Learning: Collaboration Work together to present a city and plan an itinerary • 21st Century Learning: Creativity Create a presentation designed to convince others to visit your city • 21st Century Learning: Critical Thinking Evaluate a city against defined criteria • Common Core: Reading 2: Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas. • Common Core: Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Common Core: Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism • Common Core: Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Common Core: Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 	
Toolbox		
Can Do Statements		
Interpretive		
Presentational		
Interpersonal		
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
Identifying places in a city	Here is (are)... There is (are)....	<ul style="list-style-type: none"> • Names of typical buildings • compass directions
Asking for and following directions within a city	Prepositions of location Polite commands	<ul style="list-style-type: none"> • prepositions of location • descriptive adjectives
Describing places in a city	Adjectives	<ul style="list-style-type: none"> • Winding streets

Expressing preferences with reasons about what cities to visit	I prefer...because....	<ul style="list-style-type: none"> • City walls • City center/Old city • Middle Ages
Making comparisons between cities in the US and cities in France	More than, less than, as many as...	
Key Learning Activities/Formative Assessments <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives.	Flip article outside of class to provide structure for in class discussions	Interpretive
Listen to someone give the location of a place in the city, and locate that place on a map	Practice following directions on a map	Interpretive
Ask for and follow directions from one place to another on a city map.	Practice asking and giving directions	Interpersonal
Make a map of a French city and label businesses, services, etc.	Practice names of businesses, services, etc	Presentational
Create an advertisement for a business in the city	Practice names of businesses and their purposes	Presentational
Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives.	Flip article outside of class to provide structure for in class discussions	Interpretive
Resources	Technology Integration	
Where Should I Live? http://www.moneycrashers.com/where-should-i-live-decide-best-places/ Poitiers www.futuroscope.com www.ta-meteo.fr/poitiers.htm http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx http://www.villagesdefrance.fr/ http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France- pageid39.html https://www.poitiers.fr/c_61_331_Histoire.html http://www.histoire-pour-tous.fr/histoire-de-france/3078-diane-de-poitiers-favorite-royale-biographie.html	www.skype.com allows you to connect with others via live video http://edu.glogster.com/ allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments	