Kelly Blake Karstrand

Language and Level / Grade	French 1-Secondary 9-12	Approximate Length of Unit	8 weeks
Performance Range	Novice Mid-High	Approximate Number of Minutes Weekly	242 minutes
Theme/Topic	Contemporary Life/Family & Community City Life (Ma ville idéale)		
Essential Question	What makes an ideal city and why? Que fait une ville idéale et pourquoi ?		

	Unit Goals
What should learners know and be able to do by the end of the unit?	Learners will be able to: ● recognize places that are found in their city *(Remembering)* ● talk about places they go their city *(Understanding)* ● recognize places that are found in other world cities *(Remembering)* ● talk about places that others go in world cities *(Applying)* ● talk about similarities and differences in their city and other world cities *(Understanding)* ● explain why people go to places in cities *(Analyzing)* ● rate the importance of places in a city *(Evaluating)* ● design their own ideal city *(Creating)* ● explain in writing why they included what they did in their ideal city *(Evaluating)*

	Summative Performance Assessment Tasks		
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* ❿ *The tasks follow the format of the IPA, but are integrated throughout the unit.* ● *The template encourages multiple Interpretive tasks.* ❿ *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* ❿ *The tasks incorporate 21ˢᵗ Century Learning.*	**Interpretive Mode**		
	(1) Google Earth scavenger hunt: Using a list of city places, find them in other world cities. Incorporate the images you find into your Polished Presentational Writing.	(2) Read simple descriptions of activities and match them to pictures of the city place where one can do those activities	(3) Listen to commercials for various city places and determine which place they are describing. (Google Forms)
	Presentational Mode		**Interpersonal Mode**
	Polished: Working in a small group, create a children's picture book in French about world cities. Include 3 different cities, what is in the cities and what people do at those places. These books are destined for young children in the French-speaking world about city places. (Book Creator)		After reading several of your classmates' city children's books, discuss with classmates commonalities and differences. Discuss why people go to these city places. Rate why certain places may be more or less important to have in a city. Incorporate your ideas into your On Demand Presentational Writing.
	On Demand: Explain in writing what should be included in an ideal city and why.		

	Standards
Cultures (Sample Evidence) *Indicate the relationship between the*	**Relating Cultural Practices and Products to Perspectives**
	Product: Presentation of world cities **Practice:** Where people go in a city **Perspective:** Cities vary from place to place **Product:** Ideal city **Practice:** Cultural norms of where people live

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product, practice, and perspective	**Perspective:** What is necessary in a city to have it work for its people	
Connections (Sample Evidence)	**Making Connections to Other Disciplines**	**Acquiring Information and Diverse Viewpoints**
	Social Studies- Geography City/Urban planning English Language Common Core Anchor standards (W1)	-Google Earth Street view of world cities -What places are in other world cities -What people do in other world cities
Comparisons (Sample Evidence)	**Language Comparisons**	**Cultural Comparisons**
	-Varied ways to say *to*, *at* and *in* depending on geographical location -Hôtel de ville	-US cities VS European cities VS Emerging world cities
Communities (Sample Evidence)	**School and Global Communities**	**Lifelong Learning**
	-inform others about different world cities	-self-assessment of progress toward unit goals
Connections to Other Standards	SDG-Goal 11 Sustainable cities and communities	

Toolbox

Can Do Statements

Interpretive	(R) I can identify city places in a book about where one goes (NM) (R) I can connect simple descriptions of actions to pictures of places in a city where one does those activities (NH) (R) I can check off words on a city scavenger hunt list (NM) (L) I can check off words on a list when I hear them in a video about someone describing her town (NM) (L) I can list places I hear in a video of someone describing his/her town (NM)
Presentational	(S) I can talk about places I go in my city and how I get there (NM) (S) I can name some world cities on a map (NM) (S) I can present basic information as to why people go to places in word cities (NM) (W) I can write simple statements about an ideal city (NM) (W) I can write why places should be included in an ideal city (NM)
Interpersonal	(S) I can talk with others about places I know (NM) (S) I can ask and answer questions about where I go (NM) (S) I can ask and answer questions about how I get places in my city (NM) (S) I can ask and answer questions about where others go in world cities (NM) (S) I can ask and answer questions about what I have learned about other world cities (NM)

Supporting Functions	**Supporting Structures / Patterns**	**Priority Vocabulary**
recognize places that are found in their city and other world cities	Il y a une/une...à (city) Il ,'n'y a pas de...	-Names of typical buildings/places in a city -modes of transportation -city related activities -et, mais
talk about places they go their city and how they get there	Je vais au/à la/à l'... J'y vais par/en/à...	
talk about places that others go in world cities	On va au/à la/à l'...	
explain why people go to places in cities	On y va pour…(Infinitif)	
rate the importance of places in a city	...est plus important que.. ...est moins important que… ...est aussi important que....	le centre-ville
explain in writing why they included what they did in their ideal city	Pourquoi? Parce que Je pense que...	