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Language and Level / Grade	French 2	Approximate Length of Unit	8 weeks
Performance Range	Novice High-Intermediate Low	Approximate Number of Minutes Weekly	290 minutes
Theme/Topic	Daily routine & Standard of living (Ma routine quotidienne et Mon niveau de vie)		
Essential Question	How do daily routines reflect one’s quality of life/lifestyle? Qu’est-ce que les routines quotidiennes nous disent de qualité de vie ?		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	<p>I will be able to:</p> <ul style="list-style-type: none"> ● recognize steps in a common daily routine (<i>Remembering</i>) ● talk about my daily routine (<i>Understanding</i>) ● recognize steps in a daily routine of someone in a different economic circumstance (<i>Remembering</i>) ● talk about others’ daily routines and what they use to accomplish these routines (<i>Applying</i>) ● reflect on how my daily routine would be if I lived somewhere different and had different economic means (<i>Understanding</i>) ● explain how daily routines indicate inequalities of standards of living (<i>Analyzing</i>) ● articulate an accurate understanding of standards of living in the rest of the world (<i>Creating</i>) ● accurately assess my own standard of living in comparison to rest of the world (<i>Evaluating</i>) 		
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		
	<p>STEP A Formative</p> <p>Listen to an audio about a man describing his daily routine. Complete a comprehension guide that includes, key word recognition and supporting detail detection</p>		<p>STEP C (Summative- CUA grade)</p> <p>Read an article about a boy’s day in Sénégal. Complete a comprehension guide that includes key word recognition, main idea, supporting detail detection, guessing meaning from context and a cultural comparison.</p>
	Presentational Mode		Interpersonal Mode
	<p>Polished:</p> <p>STEP D Presentational Speaking (Summative - CUA Grade)</p> <p>Create a video on a chosen country in which you show daily routines at different income levels. Narrate your video in French. Post to Flipgrid when complete.</p> <p>Will be viewed as part of Interpersonal Speaking (Step E)</p>	<p>STEP E Interpersonal Speaking (Summative - CUA Grade)</p> <p>Group discussion: After viewing several of your classmates’ videos, discuss how the quality of life in a specific country varies based on income level. Incorporate your ideas into your On Demand Presentational Writing.</p>	
<p>On Demand:</p> <p>STEP B</p>			

	<p>Presentation Speaking (Formative - Quiz Grade) Students will describe their daily routines.</p> <p>STEP F</p> <p>Presentation Writing (Summative - CUA Grade) Explain in writing how your standard of living compares to the rest of the world.</p>	
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	Relating Cultural Practices and Products to Perspectives	
	<p>Product: Daily routine video Practice: What people do to get ready/go to bed Perspective: Routines vary based on income levels</p> <p>Product: Daily routine video Practice: What people use to get ready/ go to bed Perspective: What people use to get ready varies by income level</p>	
<p>Connections (Sample Evidence)</p>	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<p>Social Studies- Geography Social Studies- Economics</p>	<p>-Gapminder.org/Dollar street -What daily routine looks like in other parts of the world -What people use for their daily routine in other parts of the world</p>
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
	<p>-reflexive verbs -TO, AT, IN + geographical locations</p>	<p>-My daily routine VS the routine of others at the same income level as me throughout the world VS the routine of others at a different income level as me throughout the world</p>
<p>Communities (Sample Evidence)</p>	School and Global Communities	Lifelong Learning
	<p>-inform others about quality of life based on income levels</p>	<p>-self-assessment of progress toward unit goals -greater understanding of majority VS minority -socioeconomics determining standards of living</p>
<p>Connections to Other Standards</p>	<p>SDG- Goal 6</p>	
Toolbox		
Can Do Statements		
<p>Interpretive</p>	<p>(L,R) I can identify steps in a daily routine (NH) (R) I can understand main idea in texts about daily routines (IL) (L) I can understand the basic purpose of vlogs about daily routines (IL) (R) I can navigate a website about people's daily routines in the world (NH)</p>	
<p>Presentation</p>	<p>(W) I can rewrite a story about someone getting ready for bed when prompted by pictures ((NH) (S) I can narrate my daily routine (NH) (S) I can narrate the daily routine of others (NH) (S,W) I can explain the daily routine of people of various income levels (IL) (W) I can write and explain how my standard of living differs from the rest of the world ((IL)</p>	
<p>Interpersonal</p>	<p>(S)I can ask and answer questions about my daily routine (NH) (S) I can ask & respond to questions about people's routines at various income levels (NH)</p>	

(S) I can discuss with my classmates quality of life based on income (IL)		
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
- recognize steps in a common daily routine - narrate my daily routine - rewrite story about someone getting ready for bed when prompted by pictures	-Reflexive verbs -adverbs of order -other adverbs	-typical routine vocabulary -D'abord, ensuite, puis, prochain, enfin, finalement -tôt, tard, etc.
- talk about others' daily routines and what they use to accomplish these routines	daily routine items on + reflexive verbs	-typical routine/beauty tools
- reflect on how my daily routine would be if I lived somewhere different and had different economic means	Si imparfait, conditional geographical prepositions	Si j'habitais (à, en, au, aux) ____, je -----
- explain how daily routines indicate inequalities of standards of living	sentence starters	plus pauvre que/plus riche que/le revenu mensuel/