

| Wilmette Public Schools, District 39 Grade 5 French Curriculum | | | |
|---|--|---|--|
| Statement of Philosophy <i>“Knowing how, when, and why to say what to whom.” -ACTFL</i> District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one’s place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society. | | | |
| Goal Areas and Big Ideas | National World Readiness Standards for Learning Languages | | |
| Communication <i>Goal:</i> Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes. <i>Big Idea:</i> Language is at the heart of all human interaction. | Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| Cultures <i>Goal:</i> Interact with cultural competence and understanding. <i>Big Idea:</i> Culture and language are inseparable; they influence and reflect each other. | Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied. | Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied | |
| Connections <i>Goal:</i> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. <i>Big Idea:</i> The study of World Languages enhances learning and provides access to other content areas, strategies, and resources. | Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | |
| Comparisons <i>Goal:</i> Develop insight into the nature of language and culture in order to interact with cultural competence. <i>Big Idea:</i> Comparing and contrasting one’s own and other languages and cultures enable individuals to gain new insight about self and the world. | Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | |
| Communities <i>Goal:</i> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. <i>Big Idea:</i> The study of World Languages enables individuals to participate in multiple communities and enriches their experiences. | School and Global Communities Learners are encouraged to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | |

| Unit 1 | | |
|---|---|--|
| Theme: Personal and Public Identity Essential Question: <i>Who am I?</i> | Performance Range: Novice Low | Approximate Time: 10 weeks (September-mid November) |
| Learning Scenario | | |
| You are a new student in a class. Share a bit about yourself. | | |
| Unit Goals/Objectives | | |
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> •Greet other students •Introduce themselves •Say their age •Say their birthday •Say where they are from •Say their telephone number •Say what colors they like •Say their email address •Ask what someone’s name is •Ask what someone’s age is •Ask what someone’s birthday is •Ask what someone’s telephone number is •Ask what someone’s email address is •Create an identity card •Read an identity card •Use necessary classroom school supply vocabulary and classroom phrases | | |
| Can Do Statements | | |
| Interpretive | <ul style="list-style-type: none"> •I can read another person’s identity card. •I can understand a native speaker presenting personal information about themselves. | |
| Presentational | <ul style="list-style-type: none"> •I can write personal information on an identity card. •I can talk about myself. | |
| Interpersonal | <ul style="list-style-type: none"> •I can ask personal information questions of a classmate. •I can answer personal information questions of a classmate. | |

| Unit 2 | | |
|---|---|---|
| Theme: Families & Communities Essential Question: <i>Where do people speak the language that I am studying?</i> | Performance Range: Novice Low | Approximate Time: End of November - Early January 4 -5 weeks |

| Learning Scenario | |
|---|---|
| You are in Paris. See the sights, enjoy the culture, purchase some meaningful souvenirs, and send a postcard. | |
| Unit Goals/Objectives | |
| <i>Students will be able to:</i> <ul style="list-style-type: none">•Identify major monuments and buildings•Say the names of major monuments and buildings in French•Read sightseeing itinerary•Identify cultural activities common to Paris•Say certain activities they do in Paris•Ask for souvenirs | |
| Can Do Statements | |
| Interpretive | <ul style="list-style-type: none">•I can read an itinerary of a visit to Paris and answer questions about the schedule.•I can listen to descriptions of major monuments and buildings and identify them.•I can read a menu of souvenirs from a souvenir boutique and “purchase appropriate items” for friends and family. |
| Presentational | <ul style="list-style-type: none">•I can create a visual presentation of the major monuments of Paris. (Bonne Nuit à Paris)•I can write a postcard about a trip to Paris. |
| Interpersonal | <ul style="list-style-type: none">•I can discuss with a traveling companion the souvenir you would purchase for friends and family.•I can purchase a ticket for the Metro/museum. |

Unit 3

| Theme: Families & Communities Essential Question: <i>What makes my family special?</i> | Performance Range: Novice Mid | Approximate Time: February-March 8 weeks |
|---|--|--|
| Learning Scenario | | |
| A class in France wants to learn about the typical American family. Share information about yours. | | |
| Unit Goals/Objectives | | |
| <i>Students will be able to:</i> <ul style="list-style-type: none">•Identify family members and pets in French•Use proper possessive adjectives with family members•Verbally describe some physical features of family members and self•Verbally describe character qualities of family members and self•Write simple descriptive paragraphs about family members and self | | |
| Can Do Statements | | |
| Interpretive | <ul style="list-style-type: none">•I can read and interpret a French family tree.•I can listen to and understand a native speaker describe his/her family and respond to comprehension questions. | |
| Presentational | <ul style="list-style-type: none">•I can create a video of his/her family. | |
| Interpersonal | <ul style="list-style-type: none">•I can discuss family photographs with a classmate. | |

| Unit 4 | | |
|--|--|--|
| Theme: Global Challenges Essential Question: <i>Where do animals live?</i> | Performance Range: Novice Low-Novice Medium | Approximate Time: Mid April - Early June 8 weeks |
| Learning Scenario | | |
| Your class is taking a trip to the zoo. Describe what you see. | | |
| Unit Goals/Objectives | | |
| <i>Students will be able to:</i> <ul style="list-style-type: none">•Identify animals•Describe animals physical features•Describe what animals do•Identify animals as plant or meat eaters•Identify what animals eat•Identify natural habitats for animals•Identify dangers to the habitats of animals | | |
| Can Do Statements | | |
| Interpretive | <ul style="list-style-type: none">•I can read an authentic description of an animal and identify it.•I can listen to a children’s program about an animal and write down information learned. | |
| Presentational | <ul style="list-style-type: none">•I can create a poster to encourage people to save an endangered animal and share it with the class.•I can write about and share a visit to the zoo. | |
| Interpersonal | <ul style="list-style-type: none">•I can use a Venn diagram to discuss differences and similarities of favorite animals. (agree/disagree) | |