

Course Title – French 3

Implement start year – 2016-2017

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Unit #1, topic – Back from Break/ Retour de vacances (review unit from French 2)

Transfer Goal –

While living a day in France, students will be able to independently use their learning to share and discuss what they did over the summer.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other contents areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> re-acquainting themselves with their school environment is a necessary step in adapting to the end of their summer breaks.</p> <p><i>EU 2</i> the high school experience, both in and out of session, varies from culture to culture.</p> <p><i>EU 3</i> there are two distinct past tenses required to tell about their summer break.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does a student’s summer vacation influence the start of their school year? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are similarities and/or differences between American and French summer breaks? • What are similarities and/or differences between American and French school days? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why are there two ways to talk about the past in French (<i>passé composé</i> and <i>imparfait</i>)?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • school-related vocabulary: rooms in a school, school subjects. • vocabulary related to likes, dislikes, and preferences. • vocabulary related to planning. • conjugations of regular and irregular verbs in the present tense. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • similarities and differences between American and French summer breaks. • similarities and differences between American and French school days <p><i>EU 3</i></p> <ul style="list-style-type: none"> • vocabulary related to summer activities. • adverbs of frequency. • formation and usage of the <i>passé composé</i>. • formation and usage of the <i>imparfait</i>. • formation and usage of reflexive verbs in the <i>passé composé</i>. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • describe their schedule and discuss the locations of each class. • express their likes, dislikes and preferences regarding school. • inquire about plans and respond accordingly. • formulate and use regular and irregular verbs in the present tense. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • compare and contrast American and French summer breaks. • compare and contrast American and French school days. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • discuss what they did over the summer. • tell when/how often they did activities over the summer. • formulate and use the <i>passé composé</i>. • formulate and use the <i>imparfait</i>. • formulate and use reflexive verbs in the <i>passé composé</i>.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Students will read a teacher-generated letter from a “French friend” about their summer break (EU 2). The letter was written the last week of summer. It will mention the friend’s summer activities and new school year schedule. Students will respond by creating a letter of their own. The reply should include:

- a minimum of five different verbs in the *passé composé* (formulated correctly and used in the proper context) (EU 3)
- a minimum of five different verbs in the *imparfait* (formulated correctly and used in the proper context) (EU 3)
- a minimum of two different reflexive verbs used correctly in either past tense (*passé composé* and *imparfait*) (EU 3)
- a description of the student’s new school schedule (EU 1, 2 & 3)
- their feelings about their summer break, returning to school, and their new schedule (EU 1, 2 & 3)

Your performance will be assessed on:

- linguistic and cultural comprehension
- quality of the written assignment
- level-appropriate fluency of writing
- vocabulary usage
- spelling
- grammar

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- translate vocabulary terms of unit from French to English / English to French
- listening assessment as per “assessment program” (among teacher ancillaries)
- RBT-driven summarizers
- auditory comprehension as per text/ancillary materials
- read authentic texts / realia as per text/ancillary materials
- interpersonal assessment
- quizzes found in “assessment program” (among teacher ancillaries)
- unit test found in “assessment program” (among teacher ancillaries)
- writing portfolio based on chapter sections titled “*l’Atelier de l’écrivain*”
- quiz to determine where students are after summer break

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- use the following for vocabulary: flashcards, concentration, and crossword puzzles (A)
- complete teacher-made worksheets on vocabulary and grammar (A)
- reading about French school day and summer break as found in Unit (A)
- complete written and listening textbook exercises and activities on vocabulary and grammar (M)
- complete written and listening workbook exercises and activities on vocabulary and grammar (M)
- cultural readings relating to the French educational system (activities in the textbook, super-site, or Z:// drive) (M)
- appropriate videos (in French and English, e.g.: textbook *téléroman & géoculture*) and related activities (M)
- play various on-line interactive games (from the textbook super-site, www.conjuguemos.com, www.quia.com, www.studyblue.com) (M)
- class games (found in the game bank at the beginning of the textbook) (M)
- reinforce vocabulary and concepts through French songs and art (provided in the text and on the super-site) (T)
- utilize interactive *Bien Dit!* CD Rom tutor to reinforce unit content (T)
- listen to authentic music (found in textbook and on super-site) and justify the use of *passé composé / imparfait* (M)
- write letter as part of a pen-pal exchange established by the teacher (T)
- communicate with native speakers via Skype (T)