

Course Title – French 3

Implement start year – 2016-2017

Revision Committee Members, email, extension – Mary Hubbard (mhubbard@lrhsd.org) Ext # 8547, Andrea Rich (arich@lrhsd.org) Ext #8425 , Erica Witzig (ewitzig@lrhsd.org) Ext # 8924

Unit #2, topic – The working world / *Le monde du travail*

Transfer Goal –

While living a day in France, students will be able to independently use their learning to inquire about and apply for a professional position.

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> knowing about careers will help direct their future endeavors.</p> <p><i>EU 2</i> knowing how to contact a company is the first step in finding a job.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are similarities and / or differences between American and French professions? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are the similarities and / or differences between professional / formal and colloquial language? • How would one prepare for the variety of jobs available?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • vocabulary related to jobs and professions. • formation and use of the future tense. • conjugations of the irregular verb <i>conduire</i>. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • vocabulary related to a telephone conversation. • vocabulary related to formal letter writing. • formation and use of the future perfect tense. • formation and use of the present participle. • formation and use of the conditional tense. • “if / result” clauses and their alignment to specific tenses. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify professions in the correct masculine and feminine forms. • discuss future employment plans. • discuss future plans. • use the conjugations of the verb <i>conduire</i> in context. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • make and respond to a phone call. • write a formal letter. • implement the future perfect in hypothetical situations. • recall the formation and use of the present participle. • formulate and use the conditional. • formulate and use “if / result” clauses to discuss future plans and / or hypothetical situations.

Stage 2 – Assessment Evidence

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

Students will prepare a cover letter to apply for a position they've seen on-line. This letter must convince the employer that the student is the best candidate for the job. This performance task contains four phases:

Phase 1: Pre-writing (web graphic organizer)

Students will choose a job that interests them and write the name of this job in the circle of their web. On the lines to the right of the circle, students will list their qualifications to persuade the employer of their experience and interest in the job. Students will use the lines to the left of the circle to indicate what the employer's needs would be. (EU 1)

Phase 2: Writing

Using the graphic organizer created in phase 1, students will write a rough copy of their cover letter in which they should try to convince the employer that they are the best candidate. Students must use the future (EU 1), the future perfect and the conditional to express to the employer what they would bring to the company. In addition, students must formulate the letter using proper business language as learned in the unit. (EU 2)

Phase 3: Peer editing

Students will exchange letters with a classmate for the purposes of peer editing. Students will receive teacher-generated instructions on how to edit and revise their partner's letter.

Phase 4: Application

Students will read their letters to a small group of classmates who will play the role of potential employers. The "employers" will determine whether the candidate's letter is persuasive enough to grant him/her an interview. The "employers" will explain their reasoning. If they find a candidate to be unsatisfactory, the employers will suggest ways to improve their candidature in the future. (EU 1 & 2)

The students' performance will be assessed in two ways.

The students' written performance will be assessed on:

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

The students' speaking performance will be assessed on:

- linguistic and cultural comprehension
- quality of feedback
- level-appropriate fluency of speaking
- vocabulary usage
- pronunciation
- 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*”

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERE TO 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)
- 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 employment and career opportunities (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)
- listen to authentic music (found in textbook and on super-site) and justify the use of the *future / conditional* (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)
- write letter as part of a pen-pal exchange established by the teacher (T)
- communicate with native speakers via Skype (T)
- write an authentic *curriculum vitae* in the target language (T)