

<b>Course Title – French 3</b>	
<b>Implement start year – 2016-2017</b>	
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<b>Unit #3, topic – Once upon a time... / Il était une fois...</b>	
<b>Transfer Goal –</b> While living a day in Francophone Africa, students will be able to narrate a story with culturally universal themes or morals in the correct sequence.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p>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.</p> <p>A. Interpretive Mode B. Interpersonal Mode C. Presentational Mode</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</p> <p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  morals and lessons taught in stories, fables, and legends align across cultures.</p> <p><i>EU 2</i>  narrating a story requires the correct use of a variety of tenses.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are similarities and / or differences between the morals taught in anglophone and francophone stories, fables, and legends?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• When narrating a story in the past, what influences tense selection?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to stories, fables, and legends.</li> <li>• recognize and interpret verbs used in the <i>passé simple</i>.</li> <li>• relative pronouns with <i>ce</i>.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to historical events.</li> <li>• formation and use of the <i>plus-que-parfait</i> (past perfect) tense.</li> <li>• sequence of tenses in indirect discourse.</li> <li>• formation and use of the past infinitive.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• set the scene for an narrate a story.</li> <li>• read and comprehend a story written in the <i>passé simple</i>.</li> <li>• provide the equivalent of <i>passé simple</i> verbs in the <i>passé composé</i>.</li> <li>• Formulate and use relative pronouns with <i>ce</i>.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• relate a sequence of events.</li> <li>• formulate and use the <i>plus-que-parfait</i>.</li> <li>• align tenses correctly in indirect discourse.</li> <li>• formulate and use the past infinitive.</li> </ul>

## Stage 2 – Assessment Evidence

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

Students will become the authors of their own legend based on origins of their choosing. Their story must have elements of fantasy and nature. The legend should also have a moral. The finished product should be in the form of a book, with pictures or illustrations. Students will read their stories aloud to their classmates, who will answer comprehension questions based on conflict, plot, and resolution.

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 from other students
- 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)
- read fairy tales (i.e.: *faibles from La Fontaine*) and answer comprehension questions (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](http://www.conjuguemos.com), [www.quia.com](http://www.quia.com), [www.studyblue.com](http://www.studyblue.com)) (M)
- class games (found in the game bank at the beginning of the textbook) (M)
- read story “*La Parure*” by Guy de Maupassant and answer comprehension questions (M)
- respond to questions while viewing YouTube video “French cute kid tells a story (Winnie the Pooh)” (<https://www.youtube.com/watch?v=1RQMVKcNgFw>) (T)
- 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)