

Course Title – French 3	
Implement start year – 2016-2017	
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Unit #4, topic – Love and Friendship / <i>Amours et amitiés</i>	
Transfer Goal – While living a day in Francophone Africa, students will be able to make and maintain new relationships.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</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;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</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> <p style="text-align: center;"><u>21st Century Skills</u></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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> knowing what is happening in the lives of others is important for maintaining relationships.</p> <p><i>EU 2</i> expressing what they think and feel is important for maintaining relationships.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do friends and family stay connected at home and abroad? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does one express one's thoughts / feelings in a culturally-acceptable way?
<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 moods / emotion. • vocabulary related to gossiping and advice. • formation and use of reciprocal verbs. • formation and use of the past conditional. • conjugation and use of the verbs <i>manquer</i> and <i>plaire</i>. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • vocabulary related to relaying good and bad news. • formation of the subjunctive. • use of the subjunctive to express need, desire, and emotion. • disjunctive pronouns. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • express their feelings / emotions. • ask for and give advice / information. • formulate and use reciprocal verbs. • formulate and use the past conditional. • use the conjugations of the verbs <i>manquer</i> and <i>plaire</i> in context. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • share and respond to good and bad news. • formulate the subjunctive. • express need, desire, and emotion using the subjunctive. • use disjunctive pronouns for emphasis and / or clarity.

Stage 2 – Assessment Evidence

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

Working in groups of three to four, students will create and perform a skit. The context of the skit is based on a dispute between two members, who share a relationship (platonic, familial, or romantic). A third member will play the role of the mediator, who will eventually intervene and resolve the conflict by giving advice. Depending on group size, the role of the narrator could be played by the third or a fourth member. Within the skit, students should be sure to:

- express emotion and displeasure (*EU 1*)
- recount events using reciprocal verbs (*EU 1*)
- include at least one phrase formed in the past conditional tense (*EU 1*)
- use the subjunctive when expressing need, desire, and / or emotion (*EU 2*)
- include at least one phrase containing a disjunctive pronoun used correctly (*EU 2*)

The students' speaking performance will be assessed on:

- linguistic and cultural comprehension
- 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 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)
- 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 selections (i.e.: *Maigrichon, Le pagne noir*) from African francophone authors 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, 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)
- write a “*Courrier du Coeur*” letter and exchange with a classmate (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)