

**Course Title – French 3**

**Implement start year – 2016-2017**

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**Unit #5, topic – The Great Outdoors / *En pleine nature***

**Transfer Goal –**

While living a day in Francophone North America, students will be able to independently use their learning to advertise and promote the natural attractions in a location of their choosing.

**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

**21<sup>st</sup> Century Themes**

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

**21<sup>st</sup> 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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  wildlife varies depending on the ecological environment.</p> <p><i>EU 2</i>  people’s leisure activities are often shaped by their surroundings.</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 / differences between wildlife in the United States and the wildlife found in the francophone world?</li> <li>• How are those similarities / differences based in part on ecological / environmental factors?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How would one’s choice of leisure activity vary depending on one’s surroundings?</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 nature and wildlife.</li> <li>• formation and use of subjunctive with expressions of fear.</li> <li>• formation and use of imperative.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to extreme sports.</li> <li>• vocabulary related to general directions.</li> <li>• the conjugation and use of the four verbs meaning “to take” and “to bring” (<i>apporter, amener, emporter, and emmener</i>).</li> <li>• prepositional alignment of <i>à</i> and <i>de</i> with infinitives.</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>• identify and recognize a variety of wildlife.</li> <li>• express astonishment and fear using the subjunctive mood.</li> <li>• forbid and give warning using the imperative.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• identify and recognize extreme sports.</li> <li>• give general directions.</li> <li>• use the four verbs meaning “to take” and “to bring” (<i>apporter, amener, emporter, and emmener</i>) in proper context.</li> <li>• use the prepositions <i>à</i> and <i>de</i> with infinitives in the proper context.</li> </ul>

## Stage 2 – Assessment Evidence

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

Students will assume the role of a travel agent to present and promote a specific travel destination in francophone North America to potential clients. Students will need to prepare a travel brochure highlighting their chosen destination, and will need to present that destination to the class (acting as clients). The brochure / presentation should include:

- at least five captioned images pertaining to wildlife (*EU 1*), environmental surroundings (*EU 1*), and available leisure activities (*EU 2*)
- a description of the environment including plants and animals (*EU 1*)
- safety recommendations related to the environment using the subjunctive, the imperative and unit vocabulary (*EU 1*)
- a minimum of four available leisure activities with suggestions of what one should bring for each (*EU 2*)

The students' performance will be assessed in two ways.

The students' written performance will be assessed on:

- linguistic and cultural comprehension
- level-appropriate fluency of writing
- vocabulary usage
- spelling
- grammar

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 *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 related to wildlife and nature: flashcards, concentration, and crossword puzzles (A)
- complete teacher-made worksheets on vocabulary and grammar related to wildlife and nature (A)
- complete written and listening textbook exercises and activities on vocabulary and grammar related to wildlife and nature (M)
- complete written and listening workbook exercises and activities on vocabulary and grammar related to wildlife and nature (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)
- reinforce vocabulary and concepts through French songs and art (provided in the text and on the super-site) (T)
- utilize interactive *Bien Dit!* CDRom 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)