

Course Title – French 3	
Implement start year – 2016-2017	
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Unit #6, topic – The Press / La presse	
Transfer Goal –	
While living a day in Francophone North America, students will be able independently use their learning to comprehend and discuss current events.	
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> <hr/> <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> media coverage is influenced by culture and popular opinion.</p> <p><i>EU 2</i> following news and current events helps one better understand the mindset of a culture.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are the similarities / differences between news coverage in the francophone world and in the United States? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does a country's media reflect its culture?
<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 newspapers and magazines. • vocabulary necessary to express certainty and possibility. • formation and use of the subjunctive to express doubt, disbelief, and uncertainty. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • vocabulary related to a news story. • the order of multiple object pronouns in a sentence. • interrogatives with <i>qui</i> and <i>que</i>. • negative expressions. 	<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 and recognize the parts of a periodical. • express certainty and possibility. • express doubt, disbelief, and uncertainty using the subjunctive. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • read and comprehend a newspaper or magazine. • use multiple object pronouns correctly in a sentence. • ask questions phrased with <i>qui</i> and <i>que</i>. • use negative expressions in proper context.

Stage 2 – Assessment Evidence

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

Students will collaborate in groups (of five) to create an original newspaper in the target language about their town and school. Students will play the role of journalists and reporters to create original features. The final product may be in digital or print format (at the teacher's discretion) and will be shared with peers across the LRHSD French Programs. The newspaper should include:

- an article written by each individual group member (*EU 1 & 2*)
- an editorial segment with "readers" opinions employing the subjunctive (*EU 1*)
- at least five additional sections, with a minimum of one article each (*EU 1 & 2*)
- pictures and / or illustrations in each section (*EU 1 & 2*)
- a title and headlines for each section (*EU 2*)

The students' written performance will be assessed on:

- linguistic and cultural comprehension
- 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*"

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 news and media: flashcards, concentration, and crossword puzzles (A)
- complete teacher-made worksheets on vocabulary and grammar related to news and media (A)
- complete written and listening textbook exercises and activities on vocabulary and grammar related to news and media (M)
- complete written and listening workbook exercises and activities on vocabulary and grammar related to news and media (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!* 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)
- read, analyze, and respond to authentic news articles, both in print and on the Internet (articles will be selected based on current events) (T)