

Course Summary

French 3

French III CPA is a college prep course for students in their second year of study of French. All the themes that will be covered throughout the year will incorporate the 3 modes of communication (Interpersonal, Interpretive and Presentational) which are defined in the NCCC Standards for World Languages. Students who enroll in this course should have a basic foundation of the workings of French language, including its grammar, with Intermediate-Low competence in listening, reading, writing, and speaking, as defined. Students will use Bien Dit 2 textbook and workbook along with other authentic materials and resources to enhance language acquisition and cultural learning.

To reach higher levels of proficiency in listening:

Instructor and students will strive to use French throughout entire period. Students will have ample opportunity to listen to authentic French through various media, including songs, interviews, news programs, films, etc.

To reach higher levels of proficiency in speaking:

Students will develop this skill each day in class through discussions, debates, oral presentations, games, and while using the language lab and other resources to record their spoken French.

To reach higher levels of proficiency in reading:

Students will read texts taken from authentic sources and literary excerpts that represent different cultures and genres. Assessments to test comprehension will vary, but may include multiple choice questions, short answer questions, journal responses, true or false statements, and classroom discussion based on text.

Course Goals:

Interpretive Mode:

Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the [products](#) and [practices](#) of a culture change over time, and these changes may impact cultural [perspectives](#). (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness [practices](#) may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on [perspectives](#) of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode:

Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

Presentation Mode:

Linguistic

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and
 - Request and suggest.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

Suggested Course Sequence

Weeks 1-8: Unit 1: The Good Old Times

Weeks 9-16: Unit 2: A weekend Outdoors

Weeks 17-24: Unit 3: Are you in a Good Shape?

Weeks 25-32: Unit 4: Entertainment

Weeks 33-40: Unit 5: Going on Vacation

Unit Overview**Content Area:**

French 3

Unit Title:

Unit 1: Le Bon Vieux Temps - Good old times

Target Course/Grade Level:

Grade 10, Intermediate – Mid Level

Unit Summary:

Students use the target language in the three modes of communication to explore how childhood experiences shape attitudes, values and ideas of a person in target language communities. Students will contrast and compare products, practices and perspectives related to childhood pass times and in the context of city and country life of the target culture with that of their own. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History

Mathematics

Architectural

Music

Science

Economics

Health

Arts / Fine Arts

21st Century Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Strand:	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>

8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions: (in target language) How was your childhood? Do you prefer life in the country or in the city?</p>	<p>Unit Enduring Understandings: <i>I will understand that...</i></p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur.</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.</p> <p>Current trends and issues influence popular culture.</p>
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<p>Unit Learning Targets <i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <p>Tell about events in the past</p> <p>Describe life in the country</p> <p>Compare life in the country and in the city</p> <p>Talk about the history and culture of the city of Rennes, France</p> <p>Use the <i>imparfait</i></p> <p>Use the <i>imparfait</i> and <i>passé compose</i> together</p> <p>Use adverb placement</p> <p>Use the comparative with adjectives and nouns</p> <p>Use the superlative with adjectives</p> <p>Use irregular comparatives and superlatives</p>

Evidence of Learning

Summative Assessment

Grammar/Vocabulary Unit Test
 Create a digital book about your childhood
 Toy advertisements
 Skit: imitation of the reality show celebrity farm
 Oral presentation “Quand j’etais petit(e)”
 Writing a post card from the past
 Creating a modern version of a childhood fairytale
 Film summary: “The Butterfly”
 Group project: research a children’s game from a target culture and organize it in class

Formative Assessments:

Recorded students’ exchanges
 Textbook quizzes
 Vocabulary and grammar quizzes
 Mini-skits
 Cultural trivia
 listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
 reading comprehension of culturally

Equipment Needed:

Interwrite Board, projector, laptops
 Teacher Resources: PC, Language Lab,
 Bien Dit 2 textbook
 Bien Dit 2 cahier de vocabulaire et grammaire
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 Skype
 Teacher created materials to correspond with Bien Dit 2

Lesson Plans

Weekly Objective	Weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
Week 1-2 Vocabulary- childhood activities Grammar- imparfait formation and usage, review adverb placement Culture- Rennes 1. talk about when you were a child 2. tell about an event in the past	Toy advertisement project TPR Repetition and modeling Geoculture research: Rennes
Week 3-4 Vocabulary- country life Grammar- comparative and superlative (regular and irregular) with adjectives and nouns Culture- Rennes 1. compare life in the country and in the city	TPR Repetition and modeling Jeux de langue Dictée Digital book presentations Skit “La Ferme des Célébrités”

<p>2. describe life in the country</p> <p>Week 5-6 Vocabulary- review Grammar- review Culture- review Reading and Writing Describe steps of a game, Clarify the game procedure</p> <p>Week 7-8 Summative assessment</p>	<p>TPR Repetition and modeling Cultural readings Writing an e-mail to a penpal Research a game Do-it-yourself project from the French site tetricoler.com Reading a childhood fairytale Computer self-test</p> <p>Unit test Presenting projects: a childhood game Film “Au Revoir, les Enfants” – before and after viewing discussion, Song “Comme toi” by Jean-Jacques Goldman</p>
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Teacher Notes:

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

www.lespetitscitoyens.com (various issues with the games series)

tetricoler.com – do it yourself project from target culture

www.youtube.com (la ferme des celebrities, la ferme pedagogique)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series. Grammar Tutor.
- **Gifted and Talented Students:** Advances learners option for differentiated instruction incorporated in “Bien Dit” series

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French 3
Unit Title:	Unit 2: Un week-end en plain air - A Weekend Outdoors
Target Course/Grade Level:	Grade 10, Intermediate – Mid Level

Unit Summary:

Students use the target language in the three modes of communication to explore how childhood experiences shape attitudes, values and ideas of a person in target language communities. Students will contrast and compare products, practices and perspectives related to childhood pass times and in the context of city and country life of the target culture with that of their own. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Strand:	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions: (in target language) What happened on your trip? What were the positive/negative circumstances? What will you do in the future?</p>	<p>Unit Enduring Understandings: <i>I will understand that...</i></p> <p>The perspectives of a culture sanction the cultural practices and create a need for the products.</p> <p>The cultural and geographic perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”</p> <p>Practices and products not only derive from perspectives, but sometimes interact to change perspectives</p>
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Unit Learning Targets

Students will be able to demonstrate knowledge of the following skills and concepts:

- Say what happened
- Describe Circumstances
- Tell what they will do
- Wonder what will happen
- Recognize cultural and historic sites of Dakar, Senegal
- Use the *passé composé* and the *imparfait*
- Use *être en train de...*
- Use the future
- Use the verb *courir*

Evidence of Learning

Formative Assessment:

- Recorded students’ exchanges
- Textbook quizzes
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
- Information gap interpersonal exchanges
- Exit slip (short written response)

Summative Assessment:

- Grammar/Vocabulary Unit Test
- Skit: imitation of a camping scene
- Digital presentation: A National Park in a French-Speaking

African Country
 Oral presentation “My camping experience in Senegal”
 Group project: Research a campground in France and make a tourist brochure
 Skit: future telling

Equipment Needed: Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

Bien Dit 2 textbook

Bien Dit 2 cahier de vocabulaire et grammaire

DVD: télévocab

Grammavision

Téléroman

On rappe

Skype

Teacher created materials to correspond with Bien Dit 2

Lesson Plans

Weekly Objective	Weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
Week 1-2 Vocabulary- camping Grammar- passé composé vs. imparfait, <i>être en train de</i> Culture- Dakar 1. say what happened 2. describe circumstances	TPR Repetition and modeling Geoculture research: Dakar
Week 3-4 Vocabulary- nature, animals, and activities Grammar- future, <i>courir</i> Culture- Dakar 3. tell what you will do 4. wonder what will happen	A digital walk in the park – mini-presentation of a National Park in French-Speaking Africa Identifying and describing animals
Week 5-6 Vocabulary- review Grammar- review Culture- review Reading and Writing	Active Inspire digital games Computer self-test Research a French camp ground, Cultural readings
Week 7-8 Summative assessment	Presenting campgrounds to class, Venn diagram comparing French and American campgrounds Unit test

Teacher Notes:

Curriculum Development Resources:

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

www.lespetitscitoyens.com (various issues with the animal and nature series)

www.youtube.com (ads of french camp grounds)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Modifications:

• **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Slow-paced learners option for differentiated instruction incorporated in “Bien

Dit” series. Grammar Tutor.

- **Gifted and Talented Students:** Advances learners option for differentiated instruction incorporated in “Bien Dit” series

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French 3
Unit Title:	Unit 3: Es-tu en forme? - Are you in a good shape?
Target Course/Grade Level:	Grade 10, Intermediate – Mid Level

Unit Summary:

Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Strand:	Interpersonal Mode

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Strand:	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in target language): How do you feel? What are your symptoms? What health advice can you give? How do you sympathize with someone</p>	<p>Unit Enduring Understandings: <i>I will understand that.....</i> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>
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<p>Unit Learning Targets <i>Students will be able to demonstrate knowledge of the following skills and concepts:</i> Use appropriate vocabulary to indicate and describe parts of the body. Use appropriate vocabulary to indicate maladies. And Identify various childhood ailments Use expressions to express pain and concern for health via dialogue with health related professionals Explore and analyze the need, rights, and costs of medical insurance. Compare and contrast the medical insurance coverage in France, Canada, and the U.S. Compare and contrast how doctors work, what’s expected of them, and of the patients in France vs. U.S. Give advice on better nutrition and establishing healthy habits/give reasons & causes to certain ailments and maladies. Using the appropriate tenses “past, present, future proche/future simple” and object pronouns in writing and oral situations when interacting about the health situation.</p>

<p>Evidence of Learning</p>
<p>Formative Assessment: Recorded students’ exchanges Textbook quizzes Vocabulary and grammar quizzes Mini-skits Cultural trivia Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues) Reading comprehension of culturally authentic sources (a penpal letter, a magazine article) Information gap interpersonal exchanges Exit slip (short written response)</p>

Summative Assessment:

Grammar/Vocabulary Unit Test
 Create a Venn Diagram that shows the difference between getting healthcare in France and in United States.
 Skit: Dialogue with a doctor about your illness, explaining the symptoms, and asking for a prescription.
 Skit : Dialogue with a friend to ask for and give advice on changing habits to become healthier.
 Writing a note to the teacher to explain an absence based on an illness.
 Group project: create a video commercial for a gym

Equipment Needed:

Interwrite Board, projector, laptops
 Teacher Resources: PC, Language Lab,
 Bien Dit 2 textbook
 Bien Dit 2 cahier de vocabulaire et grammaire
 Transparencies (from a variety of sources)
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 Skype
 Teacher created materials to correspond with Bien Dit 2

Lesson Plans

Weekly objectives	Weekly Activities Ongoing: textbook activities, quick chat
<p>Week 1-2</p> <p>Use appropriate vocabulary to indicate and describe parts of the body. Using the appropriate tenses “past, present, future proche/future simple” and object pronouns in writing and oral situations when interacting about the health situation.</p> <p>Geoculture: Senegal</p> <p>Weeks 3-4</p> <p>Use appropriate vocabulary to indicate maladies. And Identify various childhood ailments. Use expressions to express pain and concern for health via dialogue with health related professionals</p> <p>Weeks 5-6</p> <p>Explore and analyze the need, rights, and costs of medical insurance. Compare and contrast the medical insurance coverage in France, Canada, and the U.S. Compare and</p>	<p>Labeling on a diagram of a person the outward parts of the body as well as the essential eternal organs. Play charades and Pictionary about body parts and using the expressions “il/elle a mal a...” to indicate where the pain is. Reading excerpts about the role of different body parts/organs from “lespetitscitoyens” and answering comprehension questions related to them. Based on the images, state what may have happened using passé composé and reflexive verbs and regular verbs for (sprain/break/burned/ having a fever) Research on Senegal</p> <p>Playing Doctor: conduct a dialogue with the school nurse to state what your ailments and symptoms are. Based on the stated maladies, provide the remedy using the appropriate vocabulary and the expression “il faut” and “je te conseille...”</p> <p>Reading “Malade en France” to answer comprehension questions about being sick in France and what to do. Then discuss the advantages and disadvantages of each system (American and French). Research “les Medecins sans Frontieres”</p>

<p>contrast how doctors work, what's expected of them, and of the patients in France vs. U.S.</p> <p>Week 7</p> <p>Give advice on better nutrition and establishing healthy habits/give reasons & causes to certain ailments and maladies.</p> <p>Week 8</p> <p>Review, Summative assessment</p>	<p>Conduct a dialogue with a friend to give advice to change a bad habit to a healthy habit using appropriate vocabulary and expressions.</p> <p>Comparing food pyramids from various French-speaking countries</p> <p>Reading about the role of sports clubs in France and Senegal</p> <p>Review, Unit test,</p> <p>Presenting the video-advertisement of the health club</p>
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Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

www.lespetitscitoyens.com (various issues with the « parties du corps » series)

www.youtube.com (Alain le lait—les os, il en faut)

<http://naitreetgrandir.com/fr/etape/3-5-ans/fiches-activites/fiche.aspx?doc=ik-naitre-grandir-comptine-j-ai-deux-yeux>

http://web17.ac-poitiers.fr/Jonzac/IMG/pdf/Comptines_au_cycle_1.pdf

<http://www.educatout.com/activites/themes/le-corps-humain.htm>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Modifications:

- English Language Learners

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series. Grammar Tutor.
- **Gifted and Talented Students:** Advances learners option for differentiated instruction incorporated in “Bien Dit” series

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down

assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French 3
Unit Title:	Unit 4: On s'amuse - Entertainment
Target Course/Grade Level:	Grade 10, Intermediate – Mid Level

Unit Summary:

Students use the target language in the three modes of communication to explore how childhood experiences shape attitudes, values and ideas of a person in target language communities. Students will contrast and compare products, practices and perspectives related to childhood pass times and in the context of city and country life of the target culture with that of their own. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Strand:	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in target language)</p> <p>What is your favorite movie? Why would you recommend it?</p> <p>What is your favorite book? Why would you recommend it?</p> <p>What is favorite TV program? Why would you recommend it?</p> <p>Why do you advise against a book/movie/TV program?</p>	<p>Unit Enduring Understandings:</p> <p><i>I will understand that...</i></p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p> <p>Online podcasts, videos, and websites provide current information on perspectives of the target culture on local, national, and global problems/issues</p>
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<p>Unit Learning Targets</p> <p><i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <p>Describe a movie or a book</p> <p>Ask for and give information</p> <p>Ask about preferences</p> <p>Recommend and advise against something</p> <p>Use relative pronouns <i>qui, que, and dont</i></p> <p>Use present participles</p> <p>Use <i>c'est</i> and <i>il est</i></p> <p>Use interrogative and demonstrative pronouns</p> <p>Use comparatives and superlatives</p> <p>Recognize cultural and historic sites of Nice, France</p>

Evidence of Learning

<p>Formative Assessments:</p> <p>Recorded students' exchanges</p> <p>Textbook quizzes</p> <p>Vocabulary and grammar quizzes</p> <p>Mini-skits</p> <p>Cultural trivia</p> <p>Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)</p> <p>Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)</p> <p>Information gap interpersonal exchanges</p> <p>Exit slip (short written response)</p>
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Summative Assessment:

Grammar/Vocabulary Unit Test
 Skit: imitation of a scene in a movie
 Digital presentation: a character of the film “The Chorus”
 Skype with the sister school in France talking about preferences
 Group project: Making a film

Equipment Needed:

Interwrite Board, projector, laptops
 Teacher Resources: PC, Language Lab,
 Bien Dit 2 textbook
 Bien Dit 2 cahier de vocabulaire et grammaire
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 Skype
 Teacher created materials to correspond with Bien Dit 2

Lesson Plans

Weekly Objective

Weekly Activities

Ongoing: e-text activities, quick chat, formative quizzes

Week 1-2
 Vocabulary- movies and books
 Grammar- relative pronouns, present participles, review *c'estvs. il/elle est*
 Culture- Nice
 1. describe a movie or book
 2. ask for and give information

TPR
 Repetition and modeling
 Wiki entry: my favorite movie
 Watch “The Chorus”, talk about its genre, characters, techniques

Week 3-4
 Vocabulary- television shows and music
 Grammar- interrogative and demonstrative pronouns, review comparatives and superlatives
 Culture- Nice
 1. ask about preferences
 2. recommend or advise against something

TPR
 Repetition and modeling
 Jeux de langue
 Dictée
 Skype session with France
 Wiki entry – my favorite program

Week 5-6
 Vocabulary- review
 Grammar- review
 Culture- review

Computer self-test
 Movie summary
 Discussion of the movie: comparing it to the “Dead Poets’ Society”, justices and injustices

Week 7-8
 Summative assessment

Test of listening, reading, writing and speaking skills
 Presentation of a program made my students

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

www.lespetitscitoyens.com (various issues with the animal and nature series)

www.youtube.com (ads of french camp grounds)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series. Grammar Tutor.
- **Gifted and Talented Students:** Advances learners option for differentiated instruction incorporated

in “Bien Dit” series

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French 3
Unit Title:	Unit 5: On part en vacances - We are going on vacation
Target Course/Grade Level:	Grade 10, Intermediate – Mid Level

Unit Summary:

Students use the target language in the three modes of communication to explore how preferences related to travel and are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Strand:	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts,

	and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in the target language) How do you ask about someone’s vacation? Say what you would do if you could? How do you express necessity?</p>	<p>Unit Enduring Understandings: <i>I will understand that...</i> The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p>
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<p>Unit Learning Targets <i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <p>Identify and name countries using the appropriate preposition.</p> <p>Identify and state the countries in the European Union.</p> <p>State and give reasons for an upcoming trip and what they expect they will see and do there using the appropriate vocabulary and tenses.</p> <p>Describe and analyze a trip they had taken using passé compose to show whether it was a fun or boring trip.</p> <p>Describe a summer camp and its activities that they are planning to participate in this summer.</p>

Learn, analyze, and differentiate the ways in which people travel in France during the holidays.
Use object pronouns in review to reduce repetition in their writing and descriptions of holiday plans.

Analyze the advantages and disadvantages of the summer vacation and holiday system in France (5 weeks long) and state/explain their preference or disagreement with the process.

Advise another person on how to go on a trip, including the documents and steps required to procure the itinerary.

Evidence of Learning

Formative Assessment:

Recorded students' exchanges

Textbook quizzes

Vocabulary and grammar quizzes

Mini-skits

Cultural trivia

Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges

Exit slip (short written response)

Summative Assessment:

Writing: an email to your pen pal about your summer vacation.

Oral presentation: Using pictures from a previous trip, state and explain your trip.

Dialogue with a travel agent to plan for an upcoming holiday while you're studying abroad in Paris.

Write a Travel blog entry describing and teaching your audience what T.G.V. is. Then state where you want to go and why.

Group project: a digital presentation of summer camps in France

Vocabulary/Grammar Test

Equipment Needed:

Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

Bien Dit 2 textbook

Bien Dit 2 cahier de vocabulaire et grammaire

Transparencies (from a variety of sources)

DVD: télévocab

Grammavision

Téléroman

On rappe

Skype

Teacher created materials to correspond with Bien Dit 1

Lesson Plans

Weekly Objectives

Week 1-2:
 Vocabulary- vacation
 Grammar- review object pronouns, conditional, *si* clauses
 Culture- Nice
 1. ask about a vacation
 2. say what you would do if you could

Week 3-4
 Vocabulary- making preparations for vacation
 Grammar- review subjunctive, passé composé, imparfait, *être en train de*
 Culture- Nice
 1. express necessity
 2. ask about what has been done

Week 5-6
 Vocabulary- review
 Grammar- review
 Culture- review

Week 7-8
 Summative assessment

Lesson activities
 Ongoing: textbook activities, quick chat

Identify and match the name of the countries on a map.
 Identify and match the names of the European Union countries on a map concentrating in Europe. Analyze the advantage of the European Union when it comes to travel.

Write a postcard/email to your Write an email to your French pen pal about the holiday you are currently on.
 Write an email to your friend about a trip you just went on or a summer camp you just participated in, using the passé composé to state what you did there (including appropriate vocabulary)

Dialogue with a friend about your upcoming summer holiday plans stating where you will go, how long you will stay there, how will you get there, what you will do/expect to do there, and with whom you are going.

Read about “les vacances” (Bien Dit 2) to discuss how vacation plans are different in terms of length and activities. Learn about the RER, SNCF, les avions, et la voiture.

Create a dialogue with a friend who wants to travel to Europe this summer. Tell him/her what documents are necessary, where to stay, what to do, and how to get there. Computer self-test

Unit test
 Group project: a digital presentation of summer camps in France

Teacher Notes:

Curriculum Development Resources:

Click links below to access additional resources used to design this unit:

www.lespetitscitoyens.com

www.tgv.voyages-sncf.com

[http://www.marmara.com/?gclid=CO3ajpeH37YCFUff4AodOEsAFA&xtor=SEC-202-GOO-\[Generique / Voyages / Rabais\]-\[24138693543\]-S-\[voyages%20rabais\]&xts=395780&ef_id=FDhQR3DxYFEAAE8t:20130422195521:s](http://www.marmara.com/?gclid=CO3ajpeH37YCFUff4AodOEsAFA&xtor=SEC-202-GOO-[Generique / Voyages / Rabais]-[24138693543]-S-[voyages%20rabais]&xts=395780&ef_id=FDhQR3DxYFEAAE8t:20130422195521:s)

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series. Grammar Tutor.

- **Gifted and Talented Students:** Advances learners option for differentiated instruction incorporated in “Bien Dit” series

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach:Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking