



BLACK HORSE PIKE
REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages
FRENCH 3 HONORS

Course Content and Standards (NJSLA 2014):

Unit 1: Mon enfance (My childhood)

Vocabulary: (7.1.IL.A.1, A.2, A.3, A.4, A.5, A.7, B.3, B.5, C.3)

- Childhood (toys, games)
- Fairy tales
- Literature (aspects of a story)
- Sequencing verbs

Grammar: (7.1.IL.A.3, A.4, A.7, A.8, C.1, C.2)

- *passé composé*
- *imparfait*
- distinguishing between *passé composé* and *imparfait*
- the verb *vivre* (to live)
- negative expressions

Culture: (7.1.IL.A.1, A.3, B.1, B.2, C.5)

- French fairy tales
- French childhood experiences

Unit 2: Un voyage à Paris (A trip to Paris) (DF Unité 2/8, Entre Cultures 2 Units 4/6)

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.2, B.4, B.5, C.1, C.2)

- Traveling
- Airport
- Hotel
- Metro

Grammar: (7.1.IL, A.4, A.8, C.2)

- future
- conditional
- *si* clauses
- the verb *savoir* (to know facts & how to)
- the verb *connaître* (to know people & places)

Culture: (7.1.IL.A.1, A.3, A.8, B.3, C.1)

- Paris monuments and sites
- Traveling in France: airports, trains & Metro

Unit 3: Le bien-être (Wellness) (DF Unité 5, Leçon 17, Entre Cultures Unité 5)

Vocabulary: (7.1.IM.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.4, B.5, C.2, C.3)

- Sports and Body parts
- Doctor visit
- Wellness practices

Grammar: (7.1.IM.A.3, A.8, B.3, B.5, C.2, C.3)

- imperative/commands
- the verb *courir* (to run)
- the verb *croire* (to believe)
- present subjunctive

Culture: (7.1.IM.A.1, B.3, C.1, C.4, C.5)

- French nutrition and exercise practice
- French health and wellness practices

Unit 4: L'environnement (The environment) (DF Rouge, Entre Cultures Unité 4)

Vocabulary: (7.1.IM.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.3, B.4, B.5, C.2, C.3)

- Nature and earth
- Environmental problems and concerns
- Climate change and weather phenomena

Grammar: (7.1.IM.A.3, A.8, C.1, C.3)

- narration with *passé composé* and *imparfait*
- hypothetical situations with conditional and future
- making suggestions and giving advice with subjunctive
- sequence of tenses
- interrogative pronouns and question words
- relative pronouns (*qui/que*)

Culture: (7.1.IM.A.1, A.3, B.3, C.4, C.5)

- French environmental issues and policies
- French perspectives on American environmental issues and policies

Course Pacing:

- | | |
|----------------------------|------------------|
| ● Marking Period 1: Unit 1 | Intermediate-Low |
| ● Marking Period 2: Unit 2 | Intermediate-Low |
| ● Marking Period 3: Unit 3 | Intermediate-Mid |
| ● Marking Period 4: Unit 4 | Intermediate-Mid |

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present and past tenses.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Discovering French, Today! Blanc*
Discovering French, Today! Rouge
Entre Cultures Français 2
Entre Cultures Français 3
Contes by Charles Perrault
Le Petit Nicolas by Sempé-Goscinnny

Supplemental Materials: *Discovering French, Today! Blanc* Workbook, *Activités pour tous*,
 Communicative Activities
my.hrw.com Online Resources
[Google Drive Folder of Resources](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	20%
Minor Assessments	30%
Major Assessments *Three per marking period	50%

**Course Standards Key:
 New Jersey Student Learning Standards (NJSL)
 World Languages**

Language Target Level: Intermediate-Low (Units 1-2) and Intermediate-Mid (Units 3-4) Level Learner:

- *Intermediate Low / Intermediate Mid:* Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.IL/IM.A. = Interpretive Mode
- 7.1.IL/IM.B. = Interpersonal Mode
- 7.1.IL/IM.C. = Presentational Mode

Intermediate Low

Interpretive Mode

- 7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 - Reserved: This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.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.
- 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

- 7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 - Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
- 7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Intermediate Mid

Interpretive Mode

- 7.1.IM.A.1 - Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 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.6 - Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 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 structure

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.

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.

Career Ready Practices **NJSLS 9.1**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **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.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors Unit 1

Mon enfance

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will learn how to talk about things that happened in the past, specifically about their childhood. They will interview a classmate to find out information about their childhood. They will read, discuss, and re-tell traditional French fairy tales and compare the French version to the American version. Finally, they will give a presentation to the class describing an important day in their life.

Enduring Understandings:

- Experiences from my childhood have helped shape who I am today.
- Who I am now is not who I was when I was a child.
- Although cultures have similar stories, they often have different features due to perspectives prevalent in their culture.

<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can describe different aspects of my childhood • I can ask a classmate questions about their childhood • I can tell a story about something that happened in the past • I can read, interpret, and discuss authentic French fairy tales • I can understand videos/commercials about childhood toys and games. • I can understand when someone talks about his/her childhood. • I can answer questions about my life as a child. • I can ask questions to find out what someone used to be like and used to do as a child. • I can discuss and compare with others what we were like as children. • I can tell what others used to be like when they were little and what they used to do in their childhood. • I can compare what I used to be like with how I am now. • I can compare myself to how others were when we were children. • I can compare a typical American childhood to a typical French childhood.
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></i></p>	<p>Interpretive: 7.1.IL.A.1,7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.ILA.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5</p>

<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will read and complete a comprehension guide about a French fairy tale <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their childhood <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Create a multimedia rich digital presentation to describe a great day they have experienced in their past

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● review formation of passé composé (avoir & être & reflexives) ● imperfect ● passé composé vs imparfait ● negative expressions ● <i>vivre</i> <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● childhood vocabulary (toys, games, etc) ● fairytale vocabulary ● literature vocabulary (introduction, setting, plot, characters, conflict, resolution, conclusion) ● sequencing words
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read Le Petit Chaperon Rouge and complete a comprehension guide ● Read Barbe Bleue and complete a comprehension guide ● Read Le Chat Botté and complete a comprehension guide ● Read excerpts from Le Petit Nicholas and complete a comprehension guide ● Watch videos of francophone people talking about things in the past and answer questions about them on EdPuzzle ● Watch francophone commercials related to childhood and answer questions in EdPuzzle ● Thisislanguag.com activities ● Read short biographies about Francophones and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Interview a classmate to find out what their life was like when they were younger ● Carwash question activity ● Inside/Outside Circle or Line questioning activities ● Find Someone Who activities ● Use Charlala to answer questions about childhood ● Discuss fairytales with a partner/ group ● Interview classmates about what they did over the summer or weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Use FlipGrid to record videos about childhood ● Use Screencastify to narrate fairy tales ● Short writing prompts about topics from childhood (family, friends, school, past times, etc) ● Create a Venn diagram comparing yourself now to then

	<ul style="list-style-type: none"> • Write a paragraph about your weekend • Keep a journal for a week and write about what happened to you each day • Write a paragraph about what you did over the summer
Instructional Strategies and Resources:	https://www.bhprsd.org/Page/3193
<i>Possible modifications and accommodations</i>	
Interdisciplinary Connections:	<p>Math - bar graphs/diagrams comparing preferences and practices of students</p> <p>Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com</p> <p>English - fairy tales, parts of a story, writing a story</p> <p>History - biographies of famous Francophones</p>
Career Ready Practices	<p>NJ Career Ready Practices</p> <p>CRP 1</p> <p>CRP 2</p> <p>CRP 4</p> <p>CRP 5</p> <p>CRP 8</p> <p>CRP 11</p> <p>CRP 12</p>
Technology Standards	<p>NJ Standards</p> <p>8.1.12.A.1</p> <p>8.1.12.A.2</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors Unit 2

Un voyage à Paris

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit students will learn to plan a trip to Paris, including all of their travel plans, how to negotiate their travel and stay, and how to discuss what they will do. They will discuss and compare their travel itinerary and habits with their classmates. They will compare and contrast traveling in France vs traveling in the United States. They will also be able to describe future plans and also what they would do in certain conditions. By the end of the Unit, they will be able to present their dream vacation to Paris, demonstrating all of the skills that they have acquired.

Enduring Understandings:

- Travel is an important part of life experiences.
- Paris is a major city, with many amazing places to see and explore.

	<ul style="list-style-type: none"> ● Investigating travel habits in different places can assist us in understanding different cultures and history of these areas. ● Discussing future events and making future plans is an important skill for language proficiency.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can discuss different modes of travel ● I can identify and describe major monuments and sites in Paris ● I can plan a future trip ● I can discuss my future travel plans with my partner/my group/my class ● I can listen/watch/interpret authentic travel related videos ● I can read and interpret authentic travel related documents ● I can compare and contrast my travel habits with my classmates ● I can describe and discuss my travel preferences ● I can interpret various people taking and planning trips ● I can interview partners and classmates about a trip to Paris ● I can analyse and interpret different people talking about Paris and what it has to offer ● I can develop a dream trip to Paris, including relevant information such as hotels, sites, restaurants etc. ● I can say what I would do if I were traveling to Paris ● I can discuss hypothetical situations and what I would do ● I can describe and discuss my future

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High</p> <p>Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can identify the topic and related information from simple sentences in short informational and fictional texts. • I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. • I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. • I can express, ask about, and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. • I can present personal information about my life, activities and events, using simple sentences. • I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. • I can present on familiar and everyday topics, using simple sentences.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will listen to French speakers discussing Paris and read documents related to tourism in Paris and answer a comprehension guide <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with a classmate, students will discuss a future trip to Paris, what they will and would do there <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a multimedia rich digital presentation to present a future trip to Paris

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● future ● conditional ● si clauses ● <i>savoir v. connaître</i> <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● review previously studied vocabulary: clothing, weather, shopping ● airport airplane vocabulary ● train vocabulary ● metro vocabulary ● travel vocabulary ● hotel vocabulary
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read an infographic about Paris and answer questions. ● Read an infographic about traveling and answer questions. ● Analyse an infographic about French people's travel preferences and habits and discuss. ● Read various travel articles about Paris sites to visit and answer questions. ● Listen to French people discussing their travel habits and compare and contrast to your own. ● Listen and answer questions about a video on traveling with EdPuzzle ● Listen and answer questions about a dialogue on various people's travel plans. ● Look at online travel sites such as AirFrance and SNCF to plan trips on given dates. ● Complete graphic organizer comparing travel practices/habits of French and Americans ● Review a travel itinerary of various French speaking people and answer the questions. ● Listen to a video/dialogue and complete info gap activity ● thisislanguage.com activities <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Ask classmates about their travel preferences and habits. ● Interview partner about trips they would like to take. ● Role play planning a trip with your classmate-what will you do, see etc. ● Plan travel details with a partner for a future trip to Paris. ● Roleplay a dialog with a partner describing future plans during certain conditions. ● Inside/Outside Circle or Line questioning activities ● Find Someone Who activities ● Describe a travel problem and then solve it with your group/classmate.

	<ul style="list-style-type: none"> ● Create a text conversation about your plans in Paris tomorrow , using Ifaketext.com and share with your partner, who will respond. ● Roleplay a conversation with a hotel employee and guest making a reservation. ● Answer questions posed on Charlala.com <p>Presentational:</p> <ul style="list-style-type: none"> ● Present a dialogue to the class role-playing planning a trip to Paris ● Write a paragraph describing future travel plans. ● Describe what activities and sites that you would want to do and see in Paris and why. ● Create a FlipGrid video describing your future plans for a trip. ● Create a travel blog. ● Create a FlipGrid describing future plans. ● Roleplay a dialog with a partner describing future plans during certain conditions. ● Design a travel brochure for Paris.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>History/Geography - Paris history and sites, map reading skills, foreign travel Math -prices, money conversion Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit English - persuasive writing and presentations</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
<p>Technology Standards</p>	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors Unit 3

Le Bien-Etre

Updated: June 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit students will learn to describe how they are feeling and what they do to stay in shape. Students will read about different health practices in the United States and in French-speaking countries, and also examine what they can do to keep themselves healthy. They will ask for and give advice about how to stay healthy, as well as describe what could be done around their school to improve overall student wellness.

Enduring Understandings:

- It is important to be in touch with your physical and emotional well-being.
- Health practices differ across countries and cultures.
- There are things I can do every day to improve my overall health and well-being.
- There are both positive and negative consequences of technology and social media in my life.

<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can understand and explain the main idea and key information about how to stay healthy in infographics, short articles, political cartoons and opinion blogs. • I can describe the sports that I like and dislike doing • I can list the body parts that hurt • I can express how I am feeling physically • I can discuss what I do to stay healthy • I can ask others what they do to stay healthy and why • I can explain what wellness means to me • I can give advice to others about how to stay healthy and be well • I can point out activities that are not good for your well-being and explain why • I can tell others what not to do in order to stay healthy • I can evaluate what our school does to support student wellness • I can develop a plan to improve student wellness
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>Interpretive: 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8</p> <p>Interpersonal: 7.1.IM.B.1, 7.1.IM.B.2, 7.1.IM.B.3, 7.1.IM.B.4, 7.1.IM.B.5</p> <p>Presentational: 7.1.IM.C.1, 7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5</p>

<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Intermediate Mid</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will read and interpret articles regarding health and wellness practices and complete a comprehension guide <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● Students will respond in writing to messages on advice columns requesting advice on wellness practices <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a public service announcement describing how to improve student wellness
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● <i>avoir mal</i> + body part ● <i>courir</i> ● <i>croire</i> ● Imperative / Commands ● Present subjunctive <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Body parts (Review) ● Sports ● Expressing pain ● Symptoms of being sick ● Expressions of time ● Wellness practices ● Expressing your opinion

Formative Practice and Assessments:

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

(activities, quizzes, bell ringers, games, exit tickets, etc.)

Interpretive:

- Read an infographic about healthy activities and answer questions
- Take a test about what your level of activity is
- Read an article with advice about how to be more active
- Read articles about how often you should go to the doctor and answer questions
- Take online quiz about whether or not you have the flu or a cold
- Listen and answer questions about a video on the flu with EdPuzzle
- Listen and answer questions about a dialogue at the doctor's office
- Read an article about healthy resolutions and find key vocabulary words
- Complete graphic organizer comparing health practices of French and Americans
- Summarize articles on various health topics: sleeping habits, eating well, anxiety/stress
- Listen to a video/dialogue and complete info gap activity
- thisislanguage.com activities

Interpersonal:

- Ask classmates what sports they prefer and why
- Interview partner about where, when, and with whom they do certain sports
- Role play asking partner what hurts and give advice to feel better
- Research a health topic and share information with a partner saying if you prefer French or American health practices
- Interview a partner about their sleep habits
- Ask for and give advice from a partner about how to be well
- Inside/Outside Circle or Line questioning activities
- Find Someone Who activities
- Post online about a health problem you are having and write a response to someone else's problem with advice
- Answer questions posed on Charlala.com

Presentational:

- Present a dialogue to the class role-playing a doctor's visit
- Write a paragraph describing what you do to stay well
- Describe a recent visit to the doctor's office
- Create a FlipGrid video describing your favorite sport and how often you do it
- Create a small presentation about the health benefits of a certain activity
- Write a list of the top 10 ways to stay healthy
- Keep a journal describing what you do each day to stay healthy
- Write a letter to the principal of your school describing a health problem students are experience and describe how it can be resolved

Instructional Strategies and Resources:

Possible modifications and accommodations

<https://www.bhprsd.org/Page/3193>

Interdisciplinary Connections:	<p>Health - mindfulness practices, harmful effects of technology, sleeping habits, sports</p> <p>Math - bar graphs/diagrams comparing preferences and practices of students</p> <p>Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguag.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com</p> <p>English - persuasive writing and presentations</p> <p>Food Science - nutrition and health eating habits</p>
<u>Career Ready Practices</u>	<p>NJ Career Ready Practices</p> <p>CRP1, CRP3, CRP6, CRP7, CRP8, CRP11</p>
Technology Standards	<p>NJ Standards</p> <p>8.1.12.A.1, 8.1.12.A.2</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors Unit 4

L'Environnement

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit students will identify and discuss various threats to the environment. Students will explore the causes of these environmental issues and brainstorm possible solutions. Students will compare and contrast the attitudes and actions of American and French people and governments.

Enduring Understandings:

- We have a shared responsibility to take care of the world in which we live.
- Our behaviors and choices can have a positive or negative impact on the environment.
- Attitudes and behaviors towards the environment differ in the United States and in France.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do's)</p> <ul style="list-style-type: none"> • I can understand the main idea and key information about the environment in infographics, short articles, political cartoons and opinion blogs • I can identify and describe various issues that affect the environment • I can debate the cause of environmental issues • I can discuss with a partner environmental issues that are important to me • I can compare and contrast the attitudes towards the environment in France and the United States • I can propose solutions to various environmental issues and justify my ideas • I can debate with a partner the most urgent environmental issue
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p><i>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></i></p>	<p>Interpretive: 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8</p> <p>Interpersonal: 7.1.IM.B.1, 7.1.IM.B.2, 7.1.IM.B.3, 7.1.IM.B.4, 7.1.IM.B.5</p> <p>Presentational: 7.1.IM.C.1, 7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High,</u></p> <p><u>Intermediate Low/ Mid/ High</u></p>	<p>Performance Level: Intermediate Mid</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.

<p><u>Proficiency Benchmarks (ACTFL)</u></p>	<ul style="list-style-type: none"> • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p><u>Interpretive</u> Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will read articles and infographics pertaining to environmental issues and complete a comprehension guide. <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with a classmate, students will ask and answer questions and debate what can be done to preserve and protect the environment <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a multimedia rich presentation discussing an environmental issue and what can be done to solve the problem
<p><u>Language Structure, Vocabulary:</u></p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> • Mastery of multiple tenses: <ul style="list-style-type: none"> ○ Narration using <i>passé composé</i> and <i>imparfait</i> ○ Discussing hypothetical situations and solutions with conditional and future ○ Making suggestions, giving advice, and providing solutions with subjunctive • Sequence of tenses • Communicating in paragraph-discourse • Interrogative pronouns and question words • Relative pronouns (<i>qui v. que</i>) <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> • Nature/ earth vocab • Environmental problems and concerns • Climate change and weather phenomena
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> • Read articles about the environment and answer comprehension guides • Examine infographics and answer questions

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Listen to music videos about the planet and discuss issues ● Watch 1jour1actu videos and answer questions ● thisislanguag.com activities <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Discuss with a partner small things they can do that would have a positive effect on the environment ● Interview classmates about what they do to help the environment ● Talk with a partner about how society's attitudes towards the environment have changed ● Discuss in small groups what current environmental policies are the most effective and why ● Interview classmates about their greatest concerns about the environment ● Answer charlala.com activities <p>Presentational:</p> <ul style="list-style-type: none"> ● Choose a current event from a French news source related to the environment and present it to the class ● Pick one thing done to protect the environment that could be done in the United States ● Explain what more our school could do to have a more positive effect on the environment
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>Science - climate change, environment History/Geography - current events, French and American relationships, weather and environment in different geographical climates Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguag.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit English - persuasive writing and presentations</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
<p>Technology Standards</p>	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>