

French 3

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The French 3 course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn**

**Public Schools**

**Fair Lawn, NJ**

**Fair Lawn School District**

**Committee Credits**

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# French 3

## I. Course Synopsis

This course is composed of five thematic units. Each unit is anchored by an essential question. A cumulative goal is set to benchmark the development of linguistic proficiency.

Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational text and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following webquests. Assessment will be on-going and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

This course is intended for intermediate learners. Instruction focuses on what students can do with the language rather than what they know about the language. Instructional methods and materials will provide for diversification across ability levels. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. The aspects of language acquisition that are stressed include oral and auditory skills with a greater emphasis on reading and writing. Students are given the opportunity to take risks in the target language in simulated yet practical situations. Through their participation in a wide range of differentiated activities, students will become increasingly competent writers, speakers and critical thinkers. The curriculum continues to reflect a careful and increasingly challenging progression of activities that guide students from comprehensible input of authentic language through practice to creative personalized expression. Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reshape their world view.

## II. Philosophy & Rationale

## A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

## B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies

- self-assessing
- providing evidence
- reflecting before setting new goals

### **C. Proficiency vs. Performance**

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

### **D. Integrated Performance Assessment**

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

### **III. Scope & Sequence**

There are five thematic units (Units 1-5). Vocabulary, Language Functions, and Culture are embedded in each unit.

#### **Unit 1: Getaway!**

What are the essential elements of a successful vacation?

#### **Unit 2: Family Roles and Values**

How are family values changing in our society?

How are family members' roles and responsibilities changing?

### **Unit 3: Our Mobile Society**

How does obtaining a driver's license impact my lifestyle?

What are the universal rules of the road?

### **Unit 4: Health, Fitness, and Nutritional Consciousness**

How can I adopt a healthier lifestyle?

What is the impact that healthy habits, fitness, and nutrition will have on my life?

### **Unit 5: Origins of Modern French Society**

Does history repeat itself?

What lessons can be learned from history?

## **IV. Unit Descriptions**

### **Unit 1: Getaway!**

#### **Essential Questions:**

- 1. What are the essential elements of a successful vacation?**

#### **Can Do Statements:**

- I can rephrase meaning via circumlocution.
- I can offer details about my summer vacation.
- I can identify various means of travel.
- I can compare and contrast methods of travel in North America and Europe.
- I can compare and contrast different types of vacations (camping, sightseeing, etc.).
- I can list various materials required for different types of vacations.
- I can narrate a memorable vacation spent with family or friends.
- I can describe the landscape of various vacation sites.

- I can visualize and describe the ideal vacation.
- I can recommend an ideal vacation location.
- I can synthesize the essential elements of a story and narrate it from the perspective of different characters.

**Language Functions:**

- Agreeing/Disagreeing
- Comparing/Contrasting
- Describing
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Narrating
- Recommending
- Rephrasing
- Reporting
- Sequencing
- Synthesizing

**Grammar:**

- Regular and irregular past tense in passé composé
- Regular and irregular past tense in imparfait
- Idiomatic expressions with faire (faire de + sport, activity)
- Adjectives (regular and irregular formations)
- Plus-que-parfait
- Conditional

**Suggested Vocabulary:**

- Terms relating to methods of transportation
- Terms related to vacations (motel, hotel, camping site, beach, mountains, etc)

- Weather expressions
- Terms pertaining to the ocean or beach (sand, surf, suntan lotion, etc.)
- Descriptive adjectives
- Statistical vocabulary (percent, half, one third, majority, etc.)

**Suggested Activities / Benchmark Assessments:**

- Interview classmates about summer vacation and contribute to statistical analysis for class peer survey
- Create and enact a skit about a family at the beach
- Write a letter to a friend recounting an anecdote from the airport or train station during their vacation
- Sequence the events of the story, “*La plage, c’est chouette*” from Les Aventures du Petit Nicolas.
- Reenact the story listed above
- Synthesize the story listed above from the point of view of the father
- Assume the role of a travel agent and persuade a client to accept a particular vacation package

**Cultural connections**

- Time zones
- Leisure activities in US vs. Francophone cultures

**Unit 2: Family Roles and Values**

**Essential Questions:**

1. How are family values changing in our society?
2. How are family members’ roles and responsibilities changing?

**Can Do Statements:**

- I can list immediate and extended family members.
- I can identify various household chores.
- I can compare and contrast roles of family members.

- I can discuss family values.
- I can compare and contrast differences in roles, family structures, and values in American and French societies.
- I can describe interactions in the family context.
- I can debate the topic of boundaries for teenagers.
- I can analyze data from classmates on topics related to values and chores.
- I can graph a class value chart.
- I can analyze data to draw conclusions and inferences.

### **Language Functions:**

- Analyzing
- Asking for/Giving/Interpreting information
- Comparing/Contrasting
- Debating
- Describing events
- Discussing
- Drawing conclusions
- Explaining (graphic results, specifications, etc.)
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information
- Identifying
- Narrating
- Recounting experiences/events
- Telling/Retelling stories

### **Grammar:**

- Passé composé, plus-que-parfait and imparfait in the same narration
- Formal and informal commands
- Relative pronouns (qui, que, ce qui, ce que, dont, ce dont, lequel, où)
- Comparatives and superlative
- Object pronouns

**Suggested Vocabulary:**

- Family members (immediate and extended)
- Terms relating to values (honesty, helpfulness, loyalty, hardworking, etc.)
- Household chores (mowing the lawn, vacuuming, feeding the cat, etc)
- Detailed terms relating to the house and home
- Terms relating to native country (homeland, traditions, mannerisms, etc.)
- Negative words

**Suggested Activities / Benchmark Assessments**

- Complete a survey assessing the importance of various family values. Tally results, evaluating the three values that are most important. Interview classmates to locate a partner with similar values.
- After reading the short story “*Le vélo*” from Les Aventures de Petit Nicolas, students analyze the family values and roles portrayed.
- Students write an account of a childhood incident related by an older family member using appropriate tenses.
- Students predict the outcomes of the stories “*Jean de Florette*” and the sequel, “*Manon des sources*.” Analysis of characters in the film and family relationships.
- Students research the country of origin of their family by Internet and personal interview. Design a poster including the flag, map, regional recipe from their country. Students make a presentation about their country of origin to the class.

**Cultural connections**

- Roles and values in society
- Immigration to the United States

**Unit 3: Our Mobile Society****Essential Questions:**

1. How does obtaining a driver’s license impact my lifestyle?
2. What are the universal rules of the road?

**Can Do Statements:**

- I can identify parts of the car.
- I can interpret the meaning of road signs.
- I can understand the rules of the road.
- I can compare/contrast rules of the road in New Jersey vs. in Francophone countries.
- I can design the car of my dreams.
- I can list the steps in securing a driver's license in the target culture.
- I can evaluate the habits of a safe or unsafe driver.
- I can outline directions from point A to point B.
- I can compare and contrast different means of transportation used by teenagers in FLHS and the Francophone world.

**Language Functions:**

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining
- Describing objects
- Evaluating
- Expressing how often, how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Reenacting
- Reporting
- Summarizing

**Grammar:**

- Future tense
- Conditional tense

- Conditional tense using “*si*”
- Descriptive adjectives
- The verb *conduire* and others that follow the same pattern
- Prepositions
- Imperatives
- Idiomatic expressions (*avoir besoin de...*, etc.)
- Reflexive verbs
- Object pronouns (direct and indirect)

**Suggested Vocabulary:**

- Parts of the car
- Road signs
- Prepositions of direction
- Driving terminology (*être prudent, accélérer, arrêter*, etc.)
- Terms that pertain to the road (stop sign, corner, traffic light, etc.)

**Suggested Activities / Benchmark Assessments:**

- Create and reenact a skit that takes place at a car dealership in which the student is purchasing his/her first automobile.
- Create and reenact a scene between a student driver and a driving instructor.
- Read *Une bonne leçon de conduite*. Follow the driving directions provided and provide additional directions to various locations on a city map.
- Create an advertisement or poster to sell a car including make, model, features, color, condition, price and contact information.
- Create a personalized, interdiction sign based on the European road symbols.
- Create a newspaper ad to sell your used vehicle.

**Cultural connections**

- French automobile manufacturers and design
- Metric system – kilometers per hour
- Gasoline measures and the international economy

- International road signs

## **Unit 4: Health, Fitness, and Nutritional Consciousness**

### **Essential Questions:**

1. How can I adopt a healthier lifestyle?
2. What is the impact that healthy habits, fitness, and nutrition will have on my life?

### **Can Do Statements:**

- I can list and classify a wide range of foods and beverages.
- I can discuss the importance of good nutrition.
- I can discuss the consequences of poor nutrition.
- I can diagnose the symptoms of various diseases.
- I can rank activities that promote physical fitness.
- I can design an exercise regime.
- I can rate current trends in weight management.
- I can convert weight in pounds to kilograms.
- I can convert height in feet and inches to meters.
- I can graph the class trends in weight management.

### **Language Functions:**

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining
- Describing objects
- Diagnosing
- Discussing
- Evaluating
- Explaining (graphic results, specifications, etc.)
- Expressing how often, how well

- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Making appointments, arrangements, reservations
- Offering alternatives/solutions
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories

**Grammar:**

- Imperative
- Subjunctive mood (impersonal expressions, emotions, doubt, necessity, etc.)
- Adverbs of quantity (*trop de, assez de, etc.*)
- Reflexive verbs

**Suggested Vocabulary:**

- Parts of the body
- Terms relating to the doctor's office and hospital
- Diseases
- Foods and beverages
- Terms that pertain to exercise (warm-up, jump, cycling, sweat pants, etc.)
- Terms pertaining to the metric system (meters, kilograms, etc.)
- Terms related to nutrition (carbohydrates, glucose, etc.)
- Categories of foods as per the food pyramid

**Suggested Activities / Benchmark Assessments:**

- Create a fitness or health-related video. Videotape and share with the class.
- Create an advertisement for a humanitarian organization. Include logo, slogan, purpose of the organization. Present the finished product orally.

- Research the causes and symptoms of a given disease. Using the subjunctive, write
- Five recommendations for dealing with the disease. Construct a collage representing the disease and the recommendations.
- Describe illustrations related to health issues.
- Present a skit that takes place at the doctor's office
- Read *Oh, là là! Que ça fait mal!* and *Les docteurs de l'humanité*. Retell the story.

### **Cultural connections**

- *Médecins sans Frontières* (Doctors without Borders) – French Humanitarian organization
- Modern eating habits
- Perceptions of the importance of fitness in the US and France
- Health care systems of US, Canada and France
- Measuring weight in kilograms and height in meters

## **Unit 5: Origins of the Modern Society**

### **Essential Questions:**

1. Does history repeat itself?
2. What lessons can be learned from history?

### **Can Do Statements:**

- I can identify important events in the history of France.
- I can sequence historical events chronologically.
- I can retell an anecdote of one of the masterpieces being studied.
- I can identify sites where vestiges of prehistoric civilizations are found in France.
- I can understand and discuss the origins of and development of French civilization.

- I can compare and contrast old French and modern French to understand the evolution of language.
- I can retell an anecdote of a literary work: *Tristan et Iseult* from *La Chanson de Roland*.
- I can compare and contrast the characters of the story of Tristan with characters in American literature.
- I can identify old (former) names of cities and people.
- I can compare and contrast the role and perception of women of the Middle Ages with the role and perception of women today.

### **Language Functions:**

- Analyzing/Interpreting
- Classifying/Categorizing
- Comparing/Contrasting
- Defining
- Describing events
- Evaluating
- Expressing when events occurred
- Expressing opinions
- Identifying
- Paraphrasing
- Retelling

### **Grammar:**

- Verbs used with *à* and *de* to introduce infinitives (*demander, rapporter, parler, etc.*)
- The verbs *tenir, connaître, vivre, mourir* in all previously studied tenses
- Verb families : *apporter, emporter, rapporter, mener, emmener, amener, ramener, remmener*
- Usage of *pendant, il y a* and *depuis*
- Passé simple

**Suggested Vocabulary:**

- Terms referring to geography (caves, south, north, etc.)
- Roman numerals
- Terms that pertain to the Middle Ages (brave, warrior, noble, etc.)
- Terms that pertain to epic poetry (songs, verses, etc.)
- Characters of the stories (Roland, Iseult, Tristan, etc.)
- Terms that pertain to the masterpieces selected (vessel, nobles, peasants, bravery, etc.)

**Suggested Activities / Benchmark Assessments:**

- View *Astérix le Gaulois* and complete exercises in the accompanying manual provided by the National K-12 Foreign Language Resource Center
- Critique the artwork of the Caves of Lascaux
- Create a timeline of the events of the period
- Retell the story from a modern perspective
- Create an original historical or heroic song
- From the song, *La Tribue de Dana*, compare and contrast the historical events and the values of the characters
- Create and explain an original prehistoric drawing

**Cultural connections**

- History as it relates to modern civilization
- Origins of modern French society and its literature

**V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), <http://www.richmond.edu/~jpaulsen/tourism4.html>, [http://fr.wikipedia.org/wiki/Cat%C3%A9gorie:Explorateur\\_fran%C3%A7ais](http://fr.wikipedia.org/wiki/Cat%C3%A9gorie:Explorateur_fran%C3%A7ais)

- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), <http://lepointdufle.fr>
- Our World Language teacher website
- *Discovering French 3* (textbook/workbook)
- *Images*, McDougal Littell, Level 3
- *Troisieme Livre*, Amsco
- French dictionaries (Amsco)

## **VI. Possible Assessments**

### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- A/B Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

### Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

**VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b><u>ACCOMMODATIONS</u></b>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities (Rhythm, music, body movements)	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<b><u>MODIFICATIONS</u></b>			
<b><u>Speaking</u></b> <u>Provide:</u> -sentence starters -processing time -cues and prompts	<b><u>Groups/Pairs</u></b> <u>Teach:</u> -rules and expectations -skills of independence –	<b><u>Reading</u></b> <u>Use:</u> -peer tutoring -label main ideas -label 5 W's -visual imagery	<b><u>Writing</u></b> -Shorten task -Require lists rather than sentences <u>Allow:</u>

-embedded choices -practice time	bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles	-graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -'During' reading strategies -Post-reading strategies	-note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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**VIII. New Jersey Core Curriculum Content Standards**

- Common Core Curriculum Standards  
<http://www.state.nj.us/education/cccs/2014/wl/WL-1-IL.pdf>

**Characteristics of Intermediate Learners:** Intermediate-level speakers are characterized by the ability to respond to simple questions on the most common features of everyday life. They can use language to satisfy a very limited number of immediate needs. They are able to convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases.

Intermediate-level speakers are characterized by the ability to:

1. Create with the language combining and recombining learned material to provide personal information
2. Speak in sentences on a variety of familiar topics

3. Ask questions
4. Initiate, sustain and conclude a simple social or transactional task
5. Be generally understood by those accustomed to dealing with non native speakers

### **Unit 1 (Getaway!)**

1. Interpretive Mode: 7.1.IL.A.2-8
2. Interpersonal Mode: 7.1.IL.B.2-5
3. Presentational Mode: 7.1.IL.C.1-5

### **Unit 2 (Family Roles and Values)**

1. Interpretive Mode: 7.1.IL.A.1-8
2. Interpersonal Mode: 7.1.IL.B.1-5
3. Presentational Mode: 7.1.IL.C.1-6

### **Unit 3 (Our Mobile Society)**

1. Interpretive Mode: 7.1.IL.A.1-8
2. Interpersonal Mode: 7.1.IL.B.1-5
3. Presentational Mode: 7.1.IL.C.1-6

### **Unit 4 (Health, Fitness, and Nutritional Consciousness)**

1. Interpretive Mode: 7.1.IL.A.1-8
2. Interpersonal Mode: 7.1.IL.B.1-5
3. Presentational Mode: 7.1.IL.C.1-6

### **Unit 5 (Origins of Modern French Society)**

1. Interpretive Mode: 7.1.IL.A.1-8
2. Interpersonal Mode: 7.1.IL.B.1, 7.1.IL.B.2-4
3. Presentational Mode: 7.1.IL.C.1-6

## **VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following New Jersey Core Curriculum Standards are integrated into the World Language Curriculum at various points throughout the year.

(<http://www.state.nj.us/education/cccs/>)

Visual and Performing Arts

1.1.12.A.1 – 4, 1.1.12.B. 1&2, 1.2.12.A.1&2, 1.4.12.A.1 – 4

Health & Physical Education

2.1.12.B.1 – 3, 2.1.12.E.1 – 4, 2.2.12.A.1 – 3, 2.2.12.C.1 – 3, 2.4.12.A.1 – 6

Language Arts Literacy

Reading: Informational Text Grades 11 – 12

Mathematics

High School: Number & Quantity

Social Studies

6.2.12D.5.a, 6.2.12.D.5.c, 6.2.12.D.6.a

Technology

8.1.12.A.1 & 2

21<sup>st</sup> Century Life and Careers

9.1.12.A.1, 9.1.12.B.1, 9.1.12.D.1 – 3, 9.1.12.E.1, 9.2.12.A.2